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## **Analysis of Guidance Needs of Girls as a Basis for the Preparation of a Guidance Handbook for the Homemaking Teacher**

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ANALYSIS OF GUIDANCE NEEDS OF GIRLS AS A BASIS FOR THE  
PREPARATION OF A GUIDANCE HANDBOOK FOR  
THE HOMEMAKING TEACHER



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ANALYSIS OF GUIDANCE NEEDS OF GIRLS AS A BASIS  
FOR THE PREPARATION OF A GUIDANCE HANDBOOK  
FOR THE HOMEMAKING TEACHER

By

Alfria Beatrice Cotton

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View Agricultural and Mechanical College  
Prairie View, Texas

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Director of Thesis ResearchCommittee: \_\_\_\_\_  
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DATE: \_\_\_\_\_

1952



### DEDICATION

To: Ethel Cotton and Virginia Yvonne Hobbs who share with the writer a deep interest in the youth of Oak Hill School and Community, and to those fine Homemaking teachers of the state of Texas who are more interested in teaching children than they are in teaching subjects.

### ACKNOWLEDGMENT

It is a pleasure to acknowledge the writer's indebtedness to the many people who contributed to the preparation of this study. Specifically, the writer is deeply indebted to her adviser, Mrs. E. C. Galloway, for the help, criticisms, and invaluable aid so willingly rendered.

\_\_\_\_\_ A. B. Cotton



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## CHAPTER I

### INTRODUCTION

During the early days of Limestone County, Texas, in the year of 1860, only a few Negroes could be found. This section consisted of heavy wooded land along the banks of the Navasota River, dotted here and there with tribes of Comanche and Tehuacana Indians, who made life quite miserable for the few settlers scattered here and there. To the west were rolling prairie, with many kinds of wild life adapted to the Texas climate, and served as sport of the Indian hunters as well as for his subsistence. The most prominent slaveholders who migrated into Limestone County were Logan Stroud, Governor Stroud and Meridith Miller, and in the adjoining counties of Freestone and Leon, were Mandard Stroud, Memory Stroud, Beaten Stroud, Elmo Ross, Billie Bonner, Billie Lampkin and Doctor Owens. These men owned the different families of Negroes who are the ancestors of the present Negro population of this particular section. Mandard Stroud owned fourteen Negro families, namely, the Philips, Kelleys, Robinsons, Strouds, Giddings, Cottons, Medlocks, Faughtons, and Simpsons. Governor Stroud owned nine different families, some having the same name: Medlocks, Connors, Freemans, Kelleys, Cottons, Watsons, Hinton, Williams, and Philips. Families belonging to Logan Stroud were: Trammells, Meltons, Browns, Knights, Daniels, Ervins, Henrys, Johnsons, Currys, and Cottons. The modern communities of this



section are built upon the plans as laid out by these ex-slaves more than eighty-five years ago and still bear the names given by them.

Among the early purchasers of farms were: Ralph Long, Button Evans, Jim Reynolds, John Henderson, Jack Murphy, Nace Medlock, Lum Cotton, Sawney Henry, Dow Hobbs and many others. In 1930 the Negroes owned 100,000 acres of land in this county. When the Negroes appeared in this section there were only two trading posts, Springfield and Old Armour. The latter was located a few miles west of Coolidge.

Mexia got its name from Colonel A. E. Mexia and Sarah Mexia, prominent Mexican land owners whose names are shown on deeds where land was conveyed to persons in the early seventies. The coming of the Houston, Texas Central Railroad between 1870 and 1875 attracted many settlers. Groesbeck, the county seat of Limestone County, came into existence after the doom of Springfield in the early 70's. It was settled by the Anglins, Strouds, Olivers and of the white settlers who survived the massacre at Fort Parker in 1836. The Negro population of Groesbeck is not as dense as that of Mexia.

The primitive Baptist Church was the first religious organization to appear in this section. Mt. Zion was founded on the banks of the Navasota River by Merrit Trammell. The primitive Baptist Church founded the Saint Paul Normal and



Industrial College in Mexia in 1925. Churches sprang up in later years at Sandy Grove, Groesbeck, Mexia, Woodland, Coolidge and Tehuacana. Between Coolidge and Mexia, located ten miles north of the United States coast to coast Highway 84, which was built in 1936-38, Sawney Henry and Davy Medlock founded what is now known as Sandy Church and community. This community and church started between 1870 and 1875.<sup>1</sup> The county records show that Sawney Henry gave the land for the Methodist church, cemetery and school. Due to the location, hilly with deep post oak, grey sand and many oak trees, the community was given the name "Sandy" and the school "Oak Hill." In 1920, Oak Hill school building burned and the students from Oak Hill school district were transferred to a nearby joining district for twenty years. (See Appendix, Exhibit B). In 1941, the school in the joining district burned, and another school was built in the Oak Hill school district during the summer of 1941. Before the school burned there were nine teachers and an enrollment of 315 students. Today, Oak Hill has one janitor, three teachers, two cooks, and an enrollment of 89 students. The building is a frame structure as is also the two-room school lunch area. There are oak and hackberry

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1

Walter, Cotton., "History of Negroes of Limestone County From 1860-1939." Mexia, Texas. Published by Chatman, J. A., and Merriwether, S. M. Mexia, 1939.



trees on each side of the campus. All school age Negro children within the district and a few from joining districts attend this school. The butane gas heating and ventilating system is adequate, and the lighting is appropriate. The classrooms are equipped with single desks, bulletin boards, classroom libraries aside from the school library. The school owns one large Ampro movie projector and screen which is also used by the community; two typewriters, one mimeograph machine and a radio combination; also two Singer sewing machines.

The lunch room is well equipped, and the children are served a well-balanced noonday meal at a very low cost. Two pit toilets, and two water fountains are supplied. There is ample space for play. In addition to bats and balls there are four swings, one merry-go-round for the elementary children, and courts for each basketball, volleyball and tennis. There is much need for a school nurse and a school bus.

Oak Hill rural community of 2,000 inhabitants is located one-half mile north of Highway 84, thirty miles northeast of Waco, and fifteen miles north of Groesbeck, the county seat of Limestone County.

The main occupation there is farming. The economic level changes yearly and the yearly income in the community is varied, the average being \$10,000, usually earned from selling produce. There is one bank, The First National, Coolidge,



which is used by the citizens of the vicinity.

The local newspaper has a circulation within a radius of ten miles. An abundance of merchandise is available. A friendly feeling seems to exist among the tradespeople of this vicinity. There are two libraries for the benefit of the citizens.

The two most important recreation centers in the county are Fort Parker State Park, located midway between Springfield and Groesbeck, and two miles southeast of the Navasota River. Booker T. Washington Park for colored is located on the banks of Jack's Creek, where 30 acres of land were purchased and chartered by the State of Texas, July 6, 1912. (See Appendix, Exhibit B).

The leading Negro organizations in the community are three churches of various denominations, fraternal orders, social clubs, Parent and Teacher Association, Juneteenth organization, and the Home Demonstration Club. The majority of the people are very progressive and use many modern facilities. They have proved to be interested in the community.

The average family with youngsters of adolescent age has many problems, and apparently such little effort has been put forth to remedy the situation, therefore, the writer hopes that the data collected in this study will make some contribution to the guidance needs of the adolescents in such homes.



The teacher should have a clear knowledge of the environment out of which each pupil comes to school, if she is to help the pupil develop into the kind of person that he or <sup>2</sup> she has the ability to become.

The writer hopes that the data collected in this study will make a very useful contribution which may be of aid to homemaking teachers.

To be of greatest influence, the homemaking teacher must not only study her students and keep in touch with changing events and with research in home economics but she must also be acquainted with the students' homes and families, their social status, and the community in which they live. She will be open-minded and have respect for the experiences and information of others. Whether or not she has lived in the community, she will take every means available to become acquainted with the people, their nationality groups, their history and economy, their religious and social customs and traditions, their industries or crops, the range of their educational opportunities and attitudes. She will sympathize with the boy or girl from a broken home, or from one moderately or desperately poor; she will know why they hold certain opinions or cling to superstitions. She will also



know why home assignments are, or are not completed. Guidance is a long-range effort and demands long suffering patience. It may take weeks, but eventually unwearying efforts will in most cases win success.<sup>3</sup>

Young people must be equipped to shoulder their responsibilities as citizens of a democratic commonwealth. It is the privileged task of all teachers to help children become responsible citizens, but in a special way it is more nearly the duty of the teacher of homemaking. She perhaps, more than any of her professional conferees, is in a position to act as counselor. While the adolescent is going through the process of maturing, he is very unstable in his emotions. He may suddenly change from tears to laughter, from depression to high jubilation, from great enthusiasm to loss of interest. In consequence of his instability, he may act one role at home, another in social life, and a third--strikingly different with his classmates. As his character develops, his emotions gradually subside into stable patterns of behavior.

A teacher who is not in love with youth, who is unwilling to accept youth as it is today, has no place in the classroom. The teacher is a student of human lives. No where<sup>4</sup> on

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3

Sister Clotilda, "The Steady Ground of Guidance," Journal of Home Economics, Vol. 43, No. 2, February, 1951, pp. 97.

4

Ibid. pp. 9596.



earth could one hope to find a more instructive profession or vocation than is that of the teacher in a homemaking laboratory.

The conscientious and able teacher does not limit her interest in the pupils to teaching subject matter only. The effective teacher especially in the field of homemaking assists the pupils to assist themselves to prepare for the future. To do this the teacher must know the needs of the pupils, and must also know methods and techniques of guidance to meet those needs.

#### STATEMENT OF THE PROBLEM

The writer's interest in this problem grew out of a desire to help the families of Oak Hill community to better understand the guidance needs of the adolescent. The problem involved in this study may be stated as follows:

1. To analyze the guidance needs of a number of girls.
2. To determine and suggest problems, methods, and techniques of guidance to be employed by the home-making teacher in assisting the girls to meet these needs.
3. To suggest a homemaking program and handbook for providing needed assistance and equality of opportunity in meeting the problem of guidance.

The problem envisions both vocational and general assistance. The pupil should be helped in choosing, preparing for, entering upon, and making progress in occupations which is



vocational guidance. The pupils should be assisted in the art of being better home managers and homemakers, and in becoming more valuable members of the community, school and state.

The former use of the term guidance limited students to getting and holding a job. The new and present interpretation employed by many experts in the field is much broader. The new concept means that guidance should be employed to assist the student to assist himself in social responsibility, civic duties, spiritual and mental development, and many other aspects, including health and personal hygiene. Lefever, Turrell, and Weitzel state: "Guidance is that systematic organized phase of the educational process which helps youth grow in his power to give point and direction to his own life, to the end that he may gain richer personal experience while making his own unique contribution to our democratic society."

Hamrin and Erickson, define guidance as "that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs." The authors further state that, guidance

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5

D. W. Lefever, A. M. Turrell and H. I. Weitzel, Principles and Techniques of Guidance, 1950, p. 3.

6

Shirley A. Hamrin and Clifford E. Erickson, Guidance In The Secondary School, 1939, pp. 1-2.



or personnel work represents an organized effort on the part of the school, equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social and a vocational character, to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future, to help Johnny see through himself and then to assist him in seeing himself through.<sup>7</sup>

#### STATEMENT OF ASSUMPTIONS

In developing this study the writer has assumed that:

1. Guidance is important.
2. High school girls may benefit from an adequate guidance program.
3. The field of homemaking lends itself readily to the support of a guidance program.
4. The homemaking teacher is in a position to aid in the guidance program.
5. Analysis of the needs of a selected group of girls between ages twelve and eighteen may assist the homemaking teacher more effectively to participate in the guidance program.



### FACTORS IN THE HOMEMAKING GUIDANCE PROGRAM

Many factors enter into the homemaking guidance program, among which the following may be listed:

1. Objectives of the program.
2. The curriculum.
3. Determination of data.
4. Analysis of the needs of the girls.
5. The time available for guidance; the training and experience of the teacher.
6. The teacher's load.
7. The laboratory and other homemaking equipment.
8. The homemaking needs of the community.

### PROBLEMS IN GUIDANCE

Among the problems that may confront the homemaking teacher are:

1. Obtaining the background information.
2. Accumulating records concerning the pupil.
3. Mastery of the techniques of testing, interviewing and counseling.
4. The keeping of records.
5. The provision of guidance activities.
6. Integrating guidance with classroom teaching.
7. Integrating guidance with the curriculum.
8. Integrating guidance with subject matter and laboratory material.



9. Ascertaining pupil homemaking needs.
10. Ascertaining community homemaking needs.
11. Evaluating the program.
12. Employing the follow-up to help in solving present and future needs in homemaking.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

An effective Home Economics guidance program for the Negro junior high school girls of Oak Hill School in Lime-stone County should have a sound basis. In addition to determining the needs of the girls as a basis for the pro-gram, the thoughts and ideas of leading authorities in the field should be reviewed in order to develop and establish a sound foundation both for analysis of needs and for pre-sentation of methods and techniques. Therefore, this chapter presents a review of related literature in the field of guid-ance.

A study was made, between 1940 and 1944, by Geiger and Evans (21) on interest patterns that give clues for guidance, sixty-four graduates of the home economics department and eighty-six upper class women enrolled in 1944-45 were studied. They were distributed according to major emphasis; 38 in die-tetics, 20 in textiles merchandising, 66 teaching and 26 in other categories. The results of the interests of three pro-fessional groups were determined by the use of the Kuder Preference Record which yields scores in nine areas: Mechan-ical, computational, scientific, persuasive, artistic, lit-erary, musical, social service, and clerical. The three groups



resembled each other in the degree of interest in the mechanical, literary, musical and clerical areas. All groups had medium scores for interest in mechanical and musical activities, and they ranked low in interest in clerical and literary activities. Dietetics had a high mean score, and the teaching group a medium, while the merchandising students had a rather high mean score for persuasive interest. The three groups resembled each other in interest. In the other areas all groups had medium scores.

Spiaggia, (23) and others made a study which grew out of the belief that vocational counseling should begin as early as possible in the life of the individual. The need for such counseling was further encouraged by the school administrators who saw the value of gaining information on each pupil as useful in determining proper placement in eighth grade classes where the curriculum begins to be differentiated. A group guidance program was initiated, the aim of which was to stimulate students' thinking in the vocational area and develop their recognition of need for appropriate educational planning toward a satisfactory occupational adjustment. Another aim of the program was to search for techniques useful in guidance. A group guidance consultant from the Federation



Employment Service was invited to meet with the 450 students comprising this group during an assembly period. A film, "Choosing Your Life Career," bearing on factors to be considered in choosing a vocation was shown and a very active question and answer period followed. The relationship between training and vocational achievement types of schools and sources of vocational information were some of the topics discussed. The questions raised later by children reflected a lively interest. The thirteen 7th grade classes were afterward broken up into three groups of 10-12 children and each group was composed of children from the same official class; each pupil was involved in a single session. The youth board counselors conferred on the approach and content. A planned talk was used in a regular classroom setting. The content consisted of the purpose of the meeting, general classification of jobs, sources of information about jobs, and learning about oneself. Sessions were held for planning of further meetings. Three classes comprising nine groups were covered first, each group being seen only once at which time there was excellent participation on the part of all. Some of the typical questions and statements that came up during these sessions were: "What school should I go to to become a baseball player?" "In my family we're all alike so I'll do what my brother does." "My mother wants me to be a doctor or an office worker." "I like mechanics, but I'll



do what my mother wants." "I like baseball and singing, which one should I do?"

The content for the remaining sessions was refocused on "knowing oneself" with analysis of oneself as an essential process for determining the educational program which will satisfy one's needs. Discussion revolved around individual interests, aptitudes, academic proficiency, personal traits with particular emphasis on the ability to establish healthy interpersonal relationships. Following the session the children were requested to write compositions on what transpired during the guidance session. These compositions pointed to an understanding that somethings of value were retained by most children, on the other hand some children, a very small minority, however, indicated a complete lack of understanding of the points made.

The criticism was made that more material was covered than could readily be understood. This might explain the failure of some children to understand many of the concepts brought up by the counselor.

It was determined that 60% of these children expressed positive feelings toward the program and a desire to continue it. A continuation of the group guidance program involved only those children who expressed such interest. Fifteen groups of 10 children each were formed thus covering 150



of the 270 children. The groups now were made up from selections from different classes. Four sessions were held with each group on a weekly basis with the same counselor. Results from the programs were as follows:

1. Groups made up of children from different classes provided greater stimulation than those made up of children from one class.
2. The more informal the setting during a session the greater the degree of spontaneity.
3. Group guidance sessions can be used effectively to interpret school regulations to the child who expresses negative attitude toward them.
4. Vocational interests expressed during the early sessions were marked by their lack of realism; questions and material brought up later reflected more realism and maturity. This pointed to the inadvisability of making plans for youngsters on the basis of limited guidance contact.

It was observed that more children expressed interest in trade jobs than white collar jobs, which is of great significance to educators.

5. There was a belief that vocational guidance cannot be separated from personal counseling. The child must be considered in totality as a complex individual made up not only of aptitudes but also emotional habits, interests, desires, learning ability and



other factors that help to shape his personality. Small group sessions of 6-10 children proved effective to observe more closely, children who are behavior problems in group situations. Guidance sessions can thus be effective in selecting individuals in need of individual guidance.

6. The problem of the child who has the withdrawing type of reaction to life situations can be easily picked up in a small group, where he becomes very conspicuous.
7. With increasing contacts the children talked more freely about their personal problems. Most of the children were bothered by difficulties from unsatisfactory family relationships. It is apparent that more than six guidance sessions, on a group basis, are required to deal effectively with personal problems brought up by children.

Sachs(22) made an exploratory investigation of the development of two programs, their content and method, the measurable outcomes, and reactions of both teachers and pupils were analyzed and compared. Sachs listed some of the difficulties in group guidance as follows:



1. Guidance is a very complex process.
2. The results of guidance in the lives of the individuals are often long delayed.
3. The inadequacy of available techniques.
4. Obstacle is the difficulty of isolating the effects of group guidance from those of other aspects of the school program.

Sachs also listed some guiding principles which apply in group guidance:

1. Basic to the evaluation process in any field is a realistic statement of objectives.
2. Each objective should be analyzed in such a way as to reveal its implications both for the program of activities and for evaluation.
3. The evaluation program should be planned in terms of these objectives. An illustration or example for each principle is given as follows:
  - a. Some of the techniques of evaluation are publish locally developed test of guidance information-- Information tests on etiquette, and study skills. Locally developed tests of educational-guidance may include subjects offered in school. Test of occupational information.
  - b. Test of ability to interpret data. Sachs devised



a test of this type in the area of vocational planning.(4)

3. A test of ability to apply principles which are of considerable value in instruction. Sachs has developed a test on the application of mental hygiene principles.(5)
4. Published or teacher-made inventories of interests, personal and social adjustment, and the like--in which the pupil can change his response at will.
5. Questionnaires soliciting reactions of teacher and pupil to the guidance program. A questionnaire developed by Sachs (6) used in present day schools.
6. Follow-up.
7. Self-rating scale for rating activities.
8. Analysis of pupil products--may be a written report on occupation or earnings.
9. Statistical studies of data about pupils choice, marks and the like.

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4

Georgia M. Sachs, Pasadena Test of Educational and Vocational Planning, Pasadena, Calif., 1940.

5

Georgia M. Sachs, Pupil Judgement Test, Pasadena City Schools, 1940.

6

Georgia M. Sachs, Pupil Opinions on Courses Taken This Semester, Adopted from Margaret E. Bennett, Student Attitudes Test. Unpublished Doctor Thesis, 1937.



In listing these techniques of evaluation Sachs made no mention of interviews, observational records, sociometric techniques, or projective techniques. The limitations of this article makes it possible to consider the great potentialities of such techniques and cautions necessary in their use and interpretations. It should be remembered and reemphasized in conclusion, that there are no standard programs for the evaluation of group guidance, no formulas or short cuts.

In formulating and analyzing objectives and in planning a comprehensive continuous evaluation program which is keyed to the local situation, evaluation on such basis becomes an integral part of the group guidance program.

Stalnaker(24) assumed that an evaluation of each pupil's mental ability, the level of his present achievement in the fundamental studies of the school curriculum, some ideas of his aptitudes in the several lines of work in which a large percentage of the adult population engages, and a picture of his personality and social adjustment, such data would serve as basis for guidance. With the cooperation of the principal of the school and the County Superintendent of schools, a plan of testing was carried out during the second semester of 1947-48. The tests were given to the seventh and eighth grades, but this report deals only with the eighth grade.



The tests chosen were:

1. Otis Quick Scoring Mental Ability Tests Beta,  
Form A.
2. The Coordinated Scale Attainment.
3. The Minnesota Vocational Tests for Clerical Workers,
4. The Minnesota Paper Form Board Test.
5. Brown Personality Inventory For Children.

Test one was selected because it is quick scoring and self administering; it included language arts, reading, arithmetic, arithmetic computation, and reasoning. Test number two was selected because it has proved satisfactory to the local school authorities. Test number three was selected because many junior high school pupils think they wish to go into the clerical field, which is already overcrowded, and there are available norms for 8th grade for the two sexes. It was thought that if the students showed no aptitude for this type of work they would be happier if they were guided in some other direction. The Revised Minnesota Paper Form Board Test was selected in order to secure some measure of mechanical aptitude and because norms for ages nine to eleven, twelve and fifteen are provided. The Brown Personality Inventory for children was chosen because it is short, easy to score and classifies the responses into several categories, so that any mal-adjusted pupil might be easily located.



The tests were administered in the order listed above. The results of each test were reported in several ways. These records were turned over to the guidance officer for his use in dealing with each individual pupil. As a result the Otis Quick Scoring Test of Mental Ability was administered to 203 pupils. The median life age was found to be thirteen years and ten months, which is slightly higher than the average age of 13 years and 6 months for this grade. When the intelligence quotients were inspected, only one pupil had an I. Q. in the defective category, four were in border-line, eighteen fell in the dull or backward group which constitutes 8.8 per cent of the class. The remaining pupils would be classified as having average or better intelligence. However, a range of mental ability as measured by his test appears in each section.

The battery of the coordinated Scale of Attainment, the Language Arts, Reading Comprehension, arithmetic computation and Problem Reasoning being the parts used in the study. It was interesting to note it was the 8A7 Section which makes the best showing in both the Language Arts and Reading with median percentiles of 60 and 90 and the section with the poorest record is 8A5 with median percentiles of 20 and 15 in Language Arts and Reading. Section A5 had the highest median life age and the lowest median I. Q., and is found to have the poorest achievement in Language Arts and Reading. Section 8A7 had a median life age in keeping with the grade



placement but ranked first in intelligence.

The Otis Quick Scoring Mental Ability Test shows a definite relationship to academic achievement as measured by coordinated Scale of Attainment. When the Otis Mental Ability Test scores were correlated with those of the Minnesota Vocational Test Scores, both Clerical and Form Board, the coefficients are considerably lower than those of Otis and Achievement scores. The coefficient of correlation between the Otis Mental Ability Test and the Brown Personality Inventory scores were the lowest of all the coefficients. In the four parts of the coordinated Scale of Attainment the highest coefficient of correlation is between Reading Comprehension and Problem Reasoning and Arithmetic Computation. The Language Arts show a lower degree of correlation than do the other three parts.

One might draw the conclusion that there is a definite relationship between mental ability and school achievement, which findings are in keeping with that of previous investigations. There is a relationship between the several school subjects investigated in this study. In other words there is a tendency for a pupil to do generally all around good or poor school work. This finding is confirmed by school records. Since this study was undertaken to determine whether or not the abilities here measured would be helpful in the guidance



of eighth grade pupils it is necessary to draw some conclusions.

School achievement and aptitude may be other factors necessary for success in any undertaking. Knowledge concerning the pupils' interests would be necessary for a guidance officer. Personality is another factor which has considerable weight for judging a person as fit or unfit for a particular job. When a guidance officer knows that a pupil has good mental ability and has the personality to achieve results in keeping with his intellectual potentiality, he opens the doors for him to follow his interests and special aptitudes, if any. Then the guidance officer need only bid him "God Speed" in his chosen field with assurance that he will meet with success, barring accidents. The pupil with high mental potentiality, but lacking the personality to achieve in keeping with his ability needs very careful guidance and help.

Useful as test results may be guidance officers would not rely upon them exclusively, because every measure must be considered merely as a measure at a certain time, and under certain conditions with testing results far from perfect. In the case of young people one must not fail to consider the possibility of sudden changes occurring, sometimes due to internal changes which accompany physical development, and sometimes due to external changes in his social world



over which he has no control. Consequently, a guidance program would necessarily not be a once and for all time affair, but would have to be fluid, flexible and continuous.(22)

Strang(25) made a study in which a panel discussion was used. It was assumed that the discussion would uncover the guidance needs of boys and girls from public and private schools in a large metropolitan center. It would serve as a basis for analyzing the good and poor features of the discussion technique. The adult leader introduced the audience to the panel of pupils who are identified in the following paragraphs. The leader asked each pupil to tell about the guidance work in his school.

Robert and Jean, a senior and sophomore from a suburban high school which featured a Guidance Laboratory and a counselor for each grade.

Helen was a senior in a private high school for girls that depended on one faculty member to serve as student adviser.

John was a freshman in a large city public high school the guidance program in his school had a "guidance counselor" for each term.

Paul was a student in grade eight and depended largely on his grade teacher for guidance.



David and Charles were sophomores in a private school which had no actual guidance program. They went to their adviser or to other persons who knew them well for guidance.

Paul, Ronald, John, Peter and Martin were all in grade eight, and stated that they had a guidance officer for each grade in their school. They thought it was the wrong policy to appoint the "roughest" teacher as guidance teacher because the children were afraid to tell these teachers anything personal. The discussion was carried on by such questions asked, as: What are real problems of boys and girls. Who can look at problems more impersonal? How would a guidance program go about to help?

The students felt that the guidance teacher should assist them in understanding how to get jobs, go to college, what to do after getting out of college, what one should be and the courses one should take. Teachers put "across" subjects that pupils do not like so well, help get along with others, especially the opposite sex, and help the less gifted pupil to get along with his group. Some of the students thought that one's problems are because of inexperienced teachers who do not understand the pupils.



Further discussion of experiences of having been helped by some one and how one gets much help from his group, one gets very little help from his parents, and parents and the teachers should be friendly but not "nosey." The high school boys and girls spoke frankly about their guidance. They responded to the leader's initial appeal to help the teachers and administrators present to improve the guidance work they were doing. As the pupils were eager to talk, the leader was relatively nondirective, merely suggesting the general areas for discussion, accepting their points of view without criticism and summarizing the points from time to time. Those pupils who intended to go to work soon thought that vocations should be studied in elementary school; others thought it futile to choose a vocation even in high school. With respect to personal problems some wanted help in boy-girl relationship, friendship with girls, and family relations. They felt that the students should take the initiative in getting help on such problems, and agreed that counselors should not pry into their affairs. They emphasized the importance of parents' guidance of personal relations with the teacher and a continuous growth in the understanding of each pupil by the teacher counselor and by the pupil himself.



With the background and ideas supplied by these specialists, and with the knowledge obtained from practical experience in the field, it is possible to analyze the needs of the high school girls investigated in this study, and to explain the role of the homemaking teacher in relation to the guidance program.



### CHAPTER III

#### PROCEDURE, AND SOURCES OF DATA, SCOPE AND LIMITATIONS

The literature in the field has served as a background for the study, and the emphasis has been placed upon the guidance problems of the homemaking teacher. Before the guidance problems of the students or a combination of problems can be isolated, there is one preliminary step to be taken in guidance--the collecting of information. Many years of clinical experiences have made it possible for one to determine certain categories of information which one<sup>1</sup> needs in working with any student.

The study has been limited to seventy-five girls between the ages of twelve and eighteen years, inclusive. They have been investigated and their needs analyzed and reported. These girls were junior high school homemaking students in a rural community in Limestone County, Texas. The reasons for selecting these girls were: they comprised most of the girls in the school in that area; they expressed an interest in the need of guidance through homemaking; data on them were obtainable. The reasons for limiting the number to seventy-five was because these girls comprised a group from which useful personal data could be obtained,

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<sup>1</sup>

John G. Darley. Testing and Counseling in the High School Guidance Program, (Chicago, Science Research Associates, 1947, p. 35.



and the fact that they expressed willingness to serve as subjects of investigation. Analysis of the data collected from these girls during the summer of 1951 served as a basis for this research. Analysis in this study is defined as a logical synopsis of the material gathered to determine a solution to the research problem.

This study does not attempt to discover all of the needs to be found in all the rural schools of the state of Texas, but is limited to the rural school community of Coolidge, Texas. A representative sampling of Oak Hill Junior High School homemaking pupils were analyzed so that program planning in the future might be more carefully supervised under more flexible procedures and with more attention given to the interests, abilities, and needs of each individual child by the homemaking teachers.

#### COURSE OF STUDY

The course of study in homemaking was prepared for the girls from the eighth through the twelfth grades, inclusive. It followed generally the course as outlined and published by the Texas Education Agency. However, guidance needs in homemaking, as defined in this study, are by no means limited to the classroom course of study nor to subject matter material. The homemaking teacher who serves as a guidance teacher should, as defined in this study, come in



contact with the girls, both in and out of the classroom. Every child has the right to work with teachers, supervisors, and administrators who know life and who are educated to deal effectively with the problems peculiar to rural schools. "Every child is entitled to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least twelve years. Every child has the right through his school to health services, educational and vocational guidance."<sup>2</sup>

Records and Reports. Records and reports constituted the primary source material for this study. They included analysis charts of the needs, and data sheets obtained from school records. Records were kept of interviews with girls, their teachers, parents, neighbors, and other members of the community. All available data found in school files were examined and carefully considered.

<sup>3</sup>  
According to Meyers:

"It is evident that somebody in each school must know the names, ages, addresses, and background of the persons in the local community whom the school is supposed to serve. Second, somebody must keep track of attendance records

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<sup>2</sup>  
The White House Conference on Child Health and Protection, New York, D. Appleton-Century Company, Inc.

<sup>3</sup>  
G. E. Meyers, "The Nature and Scope of Personnel Work," Harvard Educational Record, Vol. 8, No. 1, Jan., 1938, pp. 82-93.



and watch the physical health of the student. Third, somebody in the school must keep and help make out programs and classify the students for the various courses. Fourth, somebody in the school has to give counsel about vocational plans and personal growth of each child. Fifth, in this series of functions, somebody in the school must keep adequate personnel records for the students, and finally, someone must help in placement and in follow-up after high school graduation."

Books and Periodicals. Books and periodicals used included the works of authorities and experts in the field of guidance, with particular emphasis upon guidance in homemaking.

Check List. The instrument used in this survey was an analysis check list for guidance needs, prepared by the writer. (See Appendix, Exhibit D). It included points on school progress, extra-curricular activities, opportunities for self-improvement, educational plans, family background and health. A very valuable instrument, as stated by Germane<sup>4</sup> and Germane for the collection of personal data concerning a student, is the Adjustment Questionnaire. Usually it consists of a list of "yes" or "no" questions, through which it is proposed to ascertain the student's habitual responses to certain situations in several areas of experiencing. Practically all adjustment questionnaires are concerned with

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<sup>4</sup>

Germane and Germane, Personnel Work In High School, Chapter 9, p. 145, 1941.



the emotional, social, and physical health areas. Others deal with the family relationship and work and study areas.

Method. The related literature and works of authorities in the field were reviewed in an effort to learn the most effective techniques devised for solutions to guidance needs. The names of the girls enrolled in homemaking in Oak Hill School of Coolidge, Texas, and those who graduated in 1951, if between the ages of twelve and eighteen years, inclusive, were obtained from the homemaking teacher. A specific analysis of the guidance needs of the pupils involved was made, by submission of the analysis check list including data on school progress, extra-curricular activities, opportunities for self-improvement, educational plans, family background, and health. Further analyses were made by checking the cumulative records, and a study of the accomplishments of each pupil's performance both in and of school; and examining school records; interviewing the pupils, their teachers, and others who had knowledge concerning them.

The pupose of the study was explained in the interview and the importance of accuracy in checking and answering each item on the list stressed. (See Appendix, Exhibit D).



After the analysis of needs had been completed, the role of the homemaking teacher in meeting the needs of the pupils through the guidance program was analyzed and developed.

Certain recommendations grew out of the study of the findings and have been used as a basis for a handbook which homemaking teachers may use as guidance materials.



## CHAPTER IV

### FINDINGS AND DISCUSSION

An analysis of the findings of the investigation of the guidance needs of seventy-five girls showed that their grade levels were from the eighth through the twelfth grades, inclusive. Guidance, as referred to in this study according<sup>1</sup> to Meine, is the act of guiding, and giving directions. The guidance needs of these pupils were determined through a study of school records, conferences with teachers, personal interviews and, especially, through the use of an analysis check list which was filled out by the girls. It contained questions on school progress and conditions, extra-curricular activities, opportunities for self-improvement, school plans, family background and health. An analysis of the responses to the questions under each heading has been given.

Group I in this study included the girls between twelve and fifteen years of age, while Group II included the girls between sixteen and eighteen years of age, as is shown in Table I.

The ages of the pupils seemed important to consider in relation to grade level and guidance needs. The girls from twelve to fifteen years were largely enrolled in grades

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Franklin J. Meine, Consolidated-Webster Encyclopedic Dictionary, 1951, p. 328.



eight and nine, (seventy-two per cent). The remainder of the girls in the same age limits were in grades ten and eleven. It is not surprising that none were in the twelfth grade, however, the one, (two per cent), recorded as a graduate does present an important matter for consideration. A study probably would give an interesting sidelight on her case. A relatively large per cent of the classes had yet three to four years in school, in which time the homemaking teacher may have an opportunity to use some guidance methods and materials.

The girls in Group II, who as has been stated, were sixteen to eighteen years of age, were in the tenth, eleventh and twelfth grades, largely, seventy-four per cent. None were in the eighth grade, very few in the ninth grade, and five or sixteen per cent had graduated in May 1951.

Although it is difficult to determine fully the characteristics of an efficient compulsory attendance law, the following observations by Deffenbaugh and Keesecker<sup>2</sup> are suggestive:

"(1) A compulsory school attendance system which begins with children six years of age is likely to secure more school attendance than a system which begins with children eight years of age.

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2

W. S. Deffenbaugh, and W. W. Keesecker, Compulsory School Attendance Laws and Their Administration, U. S. Office of Education, Bulletin 1935, No. 4, Gov. Printing Office, Washington.



(2) A law which requires attendance until seventeen or eighteen years of age may be expected to produce more attendance than one which requires attendance only until fourteen or fifteen."

According to the American system of education on a twelve-grade basis which requires a child to enter the first grade at or about the age of six years and progress annually through each of the twelve grades until he graduates between the ages of seventeen and eighteen years, and if he advances through more than one grade during any one year, he is said to be under-age.

TABLE I. Ages and Grade Levels of Groups I and II

AGES			GRADE LEVELS					
			8	9	10	11	12	Grad. Total
12-15	I	N	17	15	8	3		1 44
		%	38.6	34.0	18.4	6.8		2.2 100
16-18	II	N		3	10	7	6	5 31
		%		9.7	32.2	22.6	19.4	16.1 100

Thirty-eight per cent of the girls in Group I made more than the normal progress of a grade each year which indicated a need for guidance. Group II showed that sixteen percent more of the pupils progressed a grade a year, which may be due to the environment. The five year old child is permitted



to attend school so long as the classrooms are not crowded. The remaining forty-five percent of the girls seemed to have made normal progress for their ages.

The pupils were asked to state whether they had attended city, town, or rural elementary schools. A city is defined as a center of urban population 25,000 and above. Towns were incorporated population centers under 25,000, and rural communities were unincorporated communities with small populations. Table II shows that a great majority of the students investigated were from rural educational backgrounds.

TABLE II. Types of Elementary Schools Attended

Type of School	Number Students	Percents
City	3	4.0
Town	1	1.3
Rural	71	94.7
Total	75	100

The elementary school subjects preferred by sixty-four percent of the pupils were: arithmetic, language, science, and homemaking, while thirty-three percent of them listed health, geography, spelling, reading and science as preferred subjects. This shows a wide variation in subject preferences and the large number of subjects preferred by the



had caused poor participation. One-half of the pupils had served as club officers. The most popular club was the 4-H Club and the Recreation Club ranking next. The 4-H Club membership was significant to the homemaking teacher because of the opportunities it offers for guidance. The other clubs also have guidance possibilities, as it may be seen from Table III.

TABLE III. Membership In Organizations

Club Affiliations	Number	Percent
4-H Club	43	57.4
Recreation Club	28	37.3
Community Club	2	3.4
Not Any	2	2.9
Total	75	100

Ninety-seven per cent of the pupils were members in organizations; forty-five per cent of the pupils were officers in organizations, although they expressed little interest for club work and dramatics. The co-curricular programs offer wide variety of experiences which contribute greatly to the development of pupils.

Because of the fact that there were two recreation centers in the county and because of the amount of time given to games, sports, and other recreations, many of the pupils



pupils reflected the fact that many pupils listed more than one preference.

This information is in line with the assumption that many of the pupils were in need of considerable guidance. Many of the pupils did not have the opportunity of taking several of the subjects listed, and, therefore, could express neither a preference nor a dislike for them.

Fourteen or eighteen percent of the students failed to pass or were conditioned in courses in the elementary school. The subjects which the students failed to pass or were conditioned in were: arithmetic, language, geography, reading, and science. The largest number of the pupils failed arithmetic. The reasons for failure were given and were interesting, because of their variety. Some have been listed as follows:

"No help from the teacher."

"Lack of interest in the subject."

"Poor study conditions."

"Too much work."

"Dislike for the subject."

"Illness."

It was assumed by Jones<sup>1</sup> that provisions for the guidance of Negro youth has lagged far behind that for white

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<sup>1</sup>

Arthur J. Jones, Principles of Guidance, 1945, pp. 282-283.



youth. The most important reasons for this lag are:

(1) the general lack of understanding and appreciation of the meaning and the value of guidance through the country; (2) the lack of materials in libraries; (3) the poorly trained and poorly paid teaching staff; (4) the very large percentage of elimination from school of Negro youth over fifteen years of age; (5) although some schools have well-organized guidance activities, most secondary schools for Negroes have practically no guidance work at all. Cumulative records, behavior descriptions, tests of all kinds, counseling, placement, follow-up, all are very necessary for guidance of youth. Many of the problems of Negro youth are insistant and difficult; they cannot be solved without help. They thus become of major importance and merit special attention.

The writer assumed that it is important that co-curricular activities be utilized in furthering the development of pupils in accordance with their needs, interests, abilities, aptitudes, resources and opportunities. The guidance program should be of great help in establishing the co-curricular program through the use of its supply of information about the pupils. Therefore, the pupils were asked to list their outstanding out-of-class interests, their organizational memberships, their skills in handicrafts, their favorite sports, and games, musical interests,



speech, dramatic, and other interests. It is important to observe that interest in cooking, sewing, and drawing were among the leading extra-curricular interests.

The data indicated that eighteen percent of the pupils were interested in activities other than those listed; three per cent of the pupils were interested in music; sixty-six per cent in handicrafts, three per cent in clubs and dramatics, musical activities, and social affairs are not to be overlooked. Four per cent of the pupils showed interest in hobbies; eleven per cent in drawing; five per cent in games and playing; while twenty-seven percent preferred each sewing and cooking. The interest in homemaking evidently was present and it is the responsibility of the homemaking teacher to foster and encourage it, and to direct it into the right channels.

In view of the fact that the human being is a gregarious animal and that club and dramatic work is used in many schools as important phases of the extra-curricular program, it is presumed by the writer that these activities in Oak Hill community were in need of strengthening. The homemaking teacher may be of vital assistance in the guidance program in stimulating interest in club work, particularly in the work of such organizations as 4-H Clubs, NHA and NFA. The data showed that many of the pupils had once belonged to a club or organization, and lack of interest



had caused poor participation. One-half of the pupils had served as club officers. The most popular club was the 4-H Club and the Recreation Club ranking next. The 4-H Club membership was significant to the homemaking teacher because of the opportunities it offers for guidance. The other clubs also have guidance possibilities, as it may be seen from Table III.

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Ninety-seven per cent of the pupils were members in organizations; forty-five per cent of the pupils were officers in organizations, although they expressed little interest for club work and dramatics. The co-curricular programs offer wide variety of experiences which contribute greatly to the development of pupils.

Because of the fact that there were two recreation centers in the county and because of the amount of time given to games, sports, and other recreations, many of the pupils engaged in more than one recreational activity.



The data revealed that sixteen per cent of the pupils engaged in baseball, and sixty per cent liked volleyball; while thirty per cent were interested in bicycling. Many of the families with children in Oak Hill community purchased bicycles for their children to ride to school, especially those that were not on the bus route. Thirteen of the pupils were interested in tennis; and sixty-five per cent in soft ball. The soft ball tournaments that were held annually in the spring may have accounted for the fact that many were interested in hiking; fifteen per cent in croquet, while forty-eight per cent preferred dancing. Other activities preferred by twenty per cent of the pupils were: toy making, active study, bingo and marbles, and other less often mentioned activities.

4

According to Lefever, Turrell and Weitzel:

"A varied club life is essential to the educational program of any secondary school. It is desirable that clubs be of several types. There should be athletic and "letter" clubs for both boys and girls. Several music clubs for both are usually desirable; and there should be several religious clubs to meet the needs of students in various religious denominations."

"Social clubs and clubs growing out of curriculum interests are also valuable group guidance organizations. They may be primarily interested in such fields as home economics, current events, forum discussion, commerce, stamp collecting, etiquette, foreign students, writing, dramatics, science, engineering, also a "Career's Club."



Other extra-class activities engaged in by the pupils were: playing musical instruments, and speech contests. Thirteen per cent of the pupils enjoyed playing a musical instrument, while thirty-six per cent showed interest in speech contests. The data revealed that fourteen per cent of the pupils had won prizes or other honors, which is evidenced by the fact that the pupils were successful in these activities.

Opportunities for self-improvement involved the wise use of leisure time. The problem of leisure time, as stated<sup>5</sup> by Jones, is at present, not wholly or even in large part a problem of recreation in order that the work on the job may be done better. It is a problem involving the development of the entire individual. Leisure-time activities comprise the entire range of human endeavor, for what is vocational activity to one person may be leisure-time activity to another. In general, they may be said to include hobbies, avocations, sports, and recreation, reading, music, arts and crafts, and the entire range of creative work. They also involved forms of nonvocational public and personal service.

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<sup>5</sup>

Arthur J. Jones, Principles of Guidance, 1945, pp. 30-443.



The factors of self-improvement included: the number of books read the past year; number of books in the home library; magazines read; magazines subscribed for; extent and place of travel; movie attendance; ideas from movies; favorite radio programs; making friends; and the extent of sociability. The data revealed that the average number of books read by each was three, while some pupils read only one or two books including comic books. Among the most popular books from the standpoint of numerical mention were the following: Huckleberry Finn, Little Women, Eight Cousins, and Alice in Wonder Land, which were read by eighty-seven per cent of the pupils; and twenty per cent read: The Book of Knowledge, Bambi's Children, and Good Manners. Some of the books read by twenty-two per cent of the girls were: Meet the Negro, Distant Doorway, Eyes of the War, Clue of the Black Keys, and Patterns of Culture.

It may be thus noted that while the list of books read included many juvenile classics, many of the old favorites were not mentioned. This is ascribable to the fact that some of these books were present in the home and school libraries. It may also be noted that the level of the books was relatively low for high school pupils. Many pamphlets were also listed by the pupils such as: The Reproduction of life, Growing Up, Understanding Ourselves, and Good Grooming. The pamphlets were available in the school library although there was a need for guidance into the proper



channels.

The data showed that the home libraries of the girls investigated were not extensive, but were numerically superior to those reported by the American Council on Education in its various surveys of the Negro. Thirty-seven per cent of the pupils investigated had fewer than ten books in the home library; forty-one per cent had between ten and fifteen books; seventeen per cent had from twenty to thirty books; and two per cent had between thirty and seventy books. None had more than seventy books. In the interview with the pupils, the writer found that many of the books on the home libraries were text books that had been given the pupils by the principal of Oak Hill School. These books were out of adoption and could be used in the school, only as references. Seventeen per cent of the home libraries had encyclopedias, single and multiple volumes, dictionaries, and medical books. It was reported that these books were purchased especially to aid the pupils in their work.

It was found that magazines were as widely read as books. The average number of magazines read per month was four. Oak Hill School's subscriptions for magazines included many of the list of magazines read by the pupils investigated, which showed that the selection could have been used in a wider and more useful manner.



The data showed that sixty-three per cent of the pupils read the Life and Ebony magazines, seventy-one per cent read The Southern Agriculturist and Progressive Farmer, of which were good instructional magazines for the rural homes; sixty-six per cent of the girls read Reader's Digest, Better Homes and Gardens, and True Confessions; Comics were read by seventy-eight per cent of the girls, and Jack and Jill was another widely read magazine. Among other magazines of importance were the Ladies Home Journal, Senior Prom, and Grit, which were read by eighteen per cent of the pupils.

Apparently many of the pupils had not been guided in their choices of magazine reading material. Seventy-eight per cent of the girls read comic magazines, twenty-one per cent read movie magazines, and twenty-five percent read True Confessions. It was found that the magazines read were purchased by several of the pupils from the ages of thirteen and up. Many of the magazines read were exchanged between the girls. Aside from the magazines subscribed for in the Oak Hill School Library, some were donated by subscribers of the district. A number of magazines were subscribed for in the homes of the pupils, among the most popular were: Life, with nine; Ebony, with three; The Southern Agriculturists, with fifteen, Time, with six; and Better Homes and Gardens, with fifteen, Time, with six; and Better Homes and Gardeds with five subscriptions. The data revealed that the Children's Digest magazine had



been read by forty-five per cent of the pupils. This widespread use of magazines, especially such periodicals as The Progressive Farmer, with its homemaking pages, and Better Homes and Gardens, predominantly devoted to homemaking, should suggest possibilities for guidance suggestions if read by the same per cent of pupils as the comics, Movie, and True Confessions magazines. The homemaking teacher may be of help in the pupil's selection of magazines.

Travel is sometimes considered broadening. The pupils investigated were asked whether they had traveled and where. The data showed that most of the travels had been in Central and South Texas, though thirty-seven per cent of the pupils had been in West Texas; twenty-nine per cent had been to Houston and Dallas, Texas. Out-of-state travel was a minimum for only twenty per cent of the girls had been out of the state. Five were girls who had been to California and five who had been to Oklahoma. Traveling was not done by the pupils because of economic conditions which can be readily understood.

Data revealed that many of the pupils attended the movies quite often. Fifty-seven per cent of the girls attended the movie at least twice a week; twenty-nine once a week; while twelve per cent attended once every two weeks; and only two per cent attended regularly. In connection with motion picture attendance, it was found that forty-two



per cent of the girls were influenced by the movies as listed: "To become a: movie star, singer, dramatist, radio announcer, dancer, nurse, musician, and housewife." Fifty-seven per cent of the girls were not influenced by the movie.

In the interviews with the pupils it was noted that almost all of the families owned radios, and the pupils listened appreciatively to radio programs. The programs best liked by seventy-nine per cent of the pupils were: "Mind Your Manners," "In the Groove," "Amos and Andy," and "Of Men and Books." Other favorites were varied among them were: "When A Girl Marries," "Arthur Godfrey Show," "We Live and Learn," and "Spirituals To Remember," of which were enjoyed by seventy-two per cent of the pupils. "The Quiz Kids," was also noted as a favorite program of twenty-five per cent of the pupils. The fact that thirty-six per cent of the pupils listened to "Mind Your Manners" and four per cent liked "Of Men and Books," should be of interest to the homemaking teacher.

"Radio Programs of the Air" as ascribed by the Texas State Department of Education contain such programs as "Jobs Ahead," "Music Is Yours," "The Story Parade," and many other useful programs of guidance for elementary and high school pupils.



Data showed that apparently the girls investigated were gregarious and sociable, which is a factor of interest and of significance in formulating the guidance program. Practically all of the girls stated that they liked friends and were happiest when they were with friends. Four per cent of the girls were found to be happiest when alone, a fact which shows need for guidance.

It was found that many factors influenced the girls to go to high school. These factors and the number influenced by them have been listed in Table IV.

TABLE IV. Factors Influencing Pupils To Attend High School

F A C T O R S	Influenced	
	No.	Per Cent
Parental interest and insistence	25	33.3
Interest in school	10	13.3
Interest in College	22	29.4
Vocational and Job Choices	11	14.7
Desire to learn	6	8.0
Opportunity for play	1	1.3
Total	75	100.0

It may be seen that the two chief factors influencing high school attendance were parental interest and insistence and a desire on the part of the girls to go to college. Other factors of importance were school interests, and voca-



tional choices and opportunities. These factors may be of interest to the homemaking teacher in formulating a guidance program.

Post-high school plans of the pupils were of consequence in guidance. It may be seen that the pupils had many plans some of which have been listed in Table V.

<sup>6</sup> Williamson lists five methods which are basic in bringing about student adjustment: "(1) forcing the student to conform to the demands of the environment; (2) changing the environment in which the student will operate; (3) selecting the most appropriate elements in the environment; (4) helping the student to learn basic skills for satisfactory adjustment."

Considering specific examples of these five methods in relation to a vocational problem of inappropriate choice of level of job; the inappropriate choice is due to parental pressure. A student is choosing engineering when the most appropriate choice would be a trade school. The counselor has already determined that the parents are responsible for the choice of engineering. "This is what may be done in such case: force conformity, select an appropriate environment, learn needed skills, and change attitudes."



Guidance is necessary for all the girls, and particularly for the twenty per cent who were undecided about their future plans. Fifty-three per cent of the girls planned to attend college, while others planned to be housewives, as may be seen in Table V.

TABLE V. Post-High School Plans

Plan	No. Affected	Per Cent
College	40	53.3
Marriage	5	6.7
Beauty Culture	3	4.0
General Work	6	8.0
Clerk	1	1.3
Typist	2	2.7
Club Leader	1	1.3
Business Course	2	2.7
Undecided	15	20.0
Total	75	100.0

A knowledge of family background and conditions may be of assistance in preparing a guidance program.

It is the opinion of Hatcher and Andrews<sup>7</sup> that unsatisfactory home conditions give rise to more adolescent problems

<sup>7</sup>

H. M. Hatcher and M. E. Andrews. The Teaching of Homemaking, p. 176.



than any other source; it is equally true that the home is still the most logical and effective agency to help the adolescents, although it must solve some of its own problems before it can expect to guide adolescents in solving theirs. Homemaking teachers, who probably have more contact with the home than any other group of teachers have opportunities to suggest ways and means whereby parents can guide their children more effectively.

The data revealed that ninety-three per cent of the girls had fathers who were living, while seventy-one per cent of the girls had mothers living. Thus, twenty-nine per cent were without a mother's care and instructions, a factor which it is logical to presume, added to their need for guidance. It was also noted that desertion and divorce were not common in Oak Hill Community. The cases of family separation were brought about by death. The father and mother had the same address in each case.

The occupations of the parents were varied, as is shown in Table VI. It may be seen that all of the parents worked as might be expected in a rural community.

The church and educational status as revealed by the data showed that fifty per cent of the fathers were church members, while the others though not members attended the church occasionally. Seventy-one per cent of the mothers were church members and twenty-eight per cent were not members. The mothers were more interested in church worship



than were the fathers; seventy-seven per cent of the mothers attended church, as compared with fifty per cent of the fathers.

TABLE VI. Occupations of Parents

OCCUPATIONS	Fathers	Percent	Mothers	Percent
Farming	53	75.7	-	-
Laborer	11	15.7	-	-
House Work	-	-	43	81.1
Domestic	-	-	6	11.3
Other	6	8.6	4	7.6
	70	100.0	53	100.0

The average educational status of the parents was at the high school level. Seventy-four per cent of the fathers had finished elementary school, while twenty per cent of the mothers finished elementary school.

§

Hatcher and Andrews have assumed that teachers should encourage parents to join parent-teacher associations and to take courses in child training and family relationships whenever available. Much of the present difficulty in reference to adolescent problems can be solved by parental education, which is slowly but surely increasing. Parents must be taught how to release control over their children, how to



encourage self-reliance, self-confidence, and self-direction, and particularly how to increase responsibilities progressively so that by the time the children reach adolescence they have already made a good start toward developing the necessary characteristics which lead to success, independence and adult maturity.

Five per cent of the fathers had attended high school and four per cent had attended college, while seventy-one per cent of the mothers had attended high school and four per cent had attended college. Thus, the educational and religious background of the parents were relatively satisfactory.

The church membership and attendance of the girls did not completely reflect that of the parents. Practically all of the girls attended church and Sunday school. They also stated that they were regular church members. It has been previously stated that there were three churches in the community, and the membership was about equally divided between the Methodist and Baptist denominations. Six per cent of the girls attended the Church of God in Christs.

The data revealed that there were not many "only children" among the girls investigated. Eighty-five per cent of the girls had at least one brother or sister. The average number of brothers and sisters per girl was three. One per cent of the girls had five brothers and five sisters.



Twenty-two per cent had five or more brothers and sisters. The size of the families represented by the girls ranged from three to thirteen members. The majority of the brothers and sisters were still in elementary or high school, while eight per cent of the girls had brothers or sisters who had graduated from college.

The living environment of the girls varied, as revealed by the data. The home conditions and conveniences included consideration of home ownership, heat, electricity, telephone, bathroom, piano, radio, automobile, and the number of rooms in the house. A high percentage of home ownership is shown and sixty-one per cent of the homes had electricity; three per cent had pianos and none of the homes had telephones. It was stated in the interviews that many of the homes had at one time had telephones. Considering the large families, many of the homes did not have enough rooms; thirteen per cent had bathrooms, thus bringing discomfort and inconveniences. These conditions make the guidance responsibilities of the homemaking teacher more difficult.

Health conditions are factors which should be considered in the guidance program. It was found that the most frequent illness common to the girls was the common cold. Practically all of the girls had had measles, a little more than half had had whooping cough, and six per cent had tonsillitis. Other illnesses common to more than six per cent of the girls were:



headaches, and stomach troubles. None of the girls had had any long or serious illnesses, except measles, whooping cough and one case of pneumonia.

Physical injuries were not frequent among the girls as was revealed by the data. One had a minor leg injury and two per cent had suffered from dislocated joints. Only thirteen per cent wore glasses, though twenty-two per cent of the girls suffered from visual defects, probably due to the fact that thirty-eight per cent of the homes had inadequate lighting. A number of the girls reported that they would appreciate aid and guidance in health problems. Twenty per cent wanted aid for better vision; one per cent for speech; four per cent for undersize; and one because of malnutrition.

As a whole, however, the girls were healthy. Proper guidance may be of assistance in remedying health problems which exist and in the prevention of future health problems.

From the above analysis of data many needs emerge. These needs may inspire the homemaking teacher to assist in the preparation and conduct of an adequate guidance program.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Seventy-five adolescent girls participated in this study, forty-four of whom were between the ages twelve and fifteen years, and thirty-one who were between the ages of sixteen and eighteen years. The grade levels were from eight through twelve, inclusive, while six of the girls had graduated in May 1951. Five per cent of the girls had lived in town, although all of the girls were living in the rural areas when this study was made. The girls had a wide variety of interests in elementary school subjects, but fifteen per cent of the students failed to pass or were conditioned in courses in elementary school. All the girls were interested in extra-curricular activities, among the favorite out-of-class interests were cooking and sewing, as preferred by twenty-seven per cent. Practically all of the girls were members of organizations, and forty-five per cent were officers. Most of the girls participated in sports, sixteen per cent were interested in softball, and sixty per cent liked volley ball.

Many of the girls were interested in self-improvement and read on an average of three books and four magazines each year. The fact that the home libraries were inadequate is important in this discussion. Thirty-seven per cent of the girls had fewer than ten books, forty-one per cent had from twenty to thirty books, while only two per cent had



between thirty and seventy books.

Most of the traveling done by the girls had been done in Texas, West Texas and South Texas. Twenty per cent of them had been out of the state.

It was found that some of the girls attended the movie twice a week, twelve per cent attended once every two weeks and two per cent attended irregularly. Most of them received little inspiration from this type of entertainment.

Ninety-three per cent of the families owned radios and the girls listened appreciatively to radio programs. The girls were sociable and ninety-five per cent of them liked friends and were happiest when with friends. The reasons for attending high school was given by thirty-three per cent of the girls as parental interest and insistence while thirty-seven girls gave various other reasons, and twenty-nine per cent were interested in going to college.

The parents of most of the girls were living, and seventy-eight per cent owned their own homes. The incidence of broken homes was slight. The mothers were more church-minded than were the fathers, and the girls were more interested in church affairs than were their parents, if church and Sunday school attendance can be indices to the presence of religious feeling.



Seventy-five per cent of the fathers were farmers and eighty-one of the mothers were housewives as might be expected in a rural community. Five per cent of the fathers had attended high school and four per cent had attended college, while seventy-four per cent had attended elementary school. Seventy-one per cent of the mothers had attended high school and four per cent had attended college; only twenty-two per cent failed to attend school regularly.

The size of the families represented by the girls ranged from three to thirteen members, and the home background lacked many modern conveniences, but was otherwise good. Radios were frequently owned but pianos were scarce, and many of the homes had inadequate space. Sixty-one per cent of the families used wood for fuel, and twenty-nine per cent used gas and oil.

The health of the girls had been usually good through the year though colds were frequent. Ninety-eight per cent had had measles and fifty-four per cent whooping cough, while other illnesses as tonsillitis, headaches, stomach troubles were common to more than six per cent. Many of the girls would appreciate guidance in health matters. Thirty-two per cent of the girls suffered visual defects and some had glasses.



Conclusions have been drawn as follows: (1) Guidance is important and much of the present difficulty in reference to adolescent problems can be solved by parental education; and by joining parent-teacher associations and taking courses in child training and family relationship. (2) Guidance includes many factors that the homemaking teacher might regard so as to analyze the guidance needs and be in a more useful position to give guidance. (3) The girls investigated were interested in homemaking and have or can develop homemaking skills. (4) The homes of many of the girls might be improved with effective guidance which will fit the girls to better take advantage of the vocational opportunities that exist in homemaking. (5) The girls can and should be guided more effectively in curricular pursuits and more adequately in extra-curricular and out-of-school activities. (6) Homemaking conveniences are often lacking in the homes of girls and a general and specific homemaking guidance program may be of value to almost all of the girls.

Recommendations have been made as follows: First, the homemaking teachers should become acquainted with better practices in guidance and in homemaking. Better practices include the formulation of sound philosophy, shaping of the objectives, establishment of standards and criteria, proper



organization of the guidance program, testing and observation, the keeping of cumulative records gained through observation, interviews, and check lists, the provision of adequate counseling, acquaintance with community needs, the follow-up and evaluation.

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Hamrin and Erickson state that: "A philosophy is merely a way of looking at things; it connotes one's sense of relative values."

The shaping of objectives include the shaping of objectives to fit one's own situation in a certain School. The following five main objectives are recommended:

1. To help the student see the importance of a strong healthy body.
2. To discuss with the student his outstanding traits of personality and his personal problems.
3. To assist the student to form the right habits of work and conduct and to help him develop high ideals of behavior and living.
4. To expose each student as effectively as possible to the educational and vocational opportunities of the school and to help him make the best adjustment to these opportunities.

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S. A. Hamrin and C. E. Eriskson, Guidance In The Secondary School, 1939, p. 71.



5. To provide opportunities, curricular and extra-curricular, by means of which the student may discover and develop interest which will provide enjoyment and recreation, thus making life worth while to him.

In establishing standards and criteria for the homemaking program, the teacher may find it necessary to vary in accordance with local conditions, also in the organization of the guidance program. Testing and observation include many ways that the homemaking teacher may study the pupil. Many thousands of instruments have been developed. Since the education of children is a cooperative responsibility of the school, home, and community, it is necessary that the homemaking teacher examine the responsibilities of these various units. Evaluation is a necessity of the guidance program and should be used by the homemaking teacher as a critical examination of the present practice, with a view to improvement.

Second, the writer recommends that a homemaking teacher's guidance handbook be prepared with full consideration of the above points; that the handbook include a good philosophy of education for democratic living; have clearly formulated objectives, aims and goals in the field of homemaking, and that the handbook include a consideration of proper materials and sources, activities, methods and techniques.



Third, it is recommended that adequate provision be made for the keeping and use of cumulative records and contain methods and techniques of successful counseling.

Fourth, it is recommended that the homemaking teacher cooperate with the administration and other faculty members in the preparation and use of the handbook and that homemaking guidance be integrated with and be a part of other aims of the school.

Fifth, the homemaking teacher should be acquainted with the homemaking needs, strengths, and weaknesses of the community in which she teaches.

If these recommendations are followed, based on the analysis of the needs of the girls, a useful handbook can be prepared. If the methods, techniques and the above recommendations are followed, the girls should benefit from a program of acceptable homemaking guidance.



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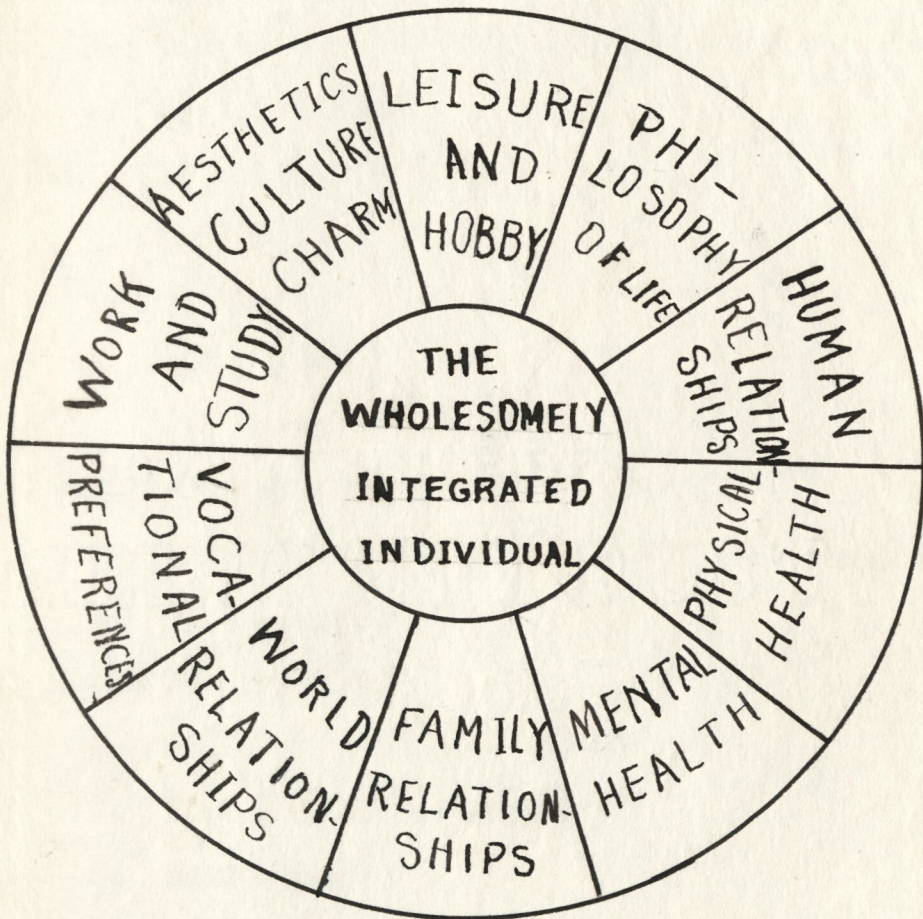
APPENDICES



EXHIBIT A

A GUIDANCE HANDBOOK

# AREAS OF GUIDANCE NEEDS





HANDBOOK FOR GUIDANCE NEEDS  
FOR A HOMEMAKING GUIDANCE PROGRAM

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## CHAPTER I

### INTRODUCTION

Guidance and Homemaking Education. There has always been a close relationship between the educators and the public whom they serve in the American system of education. Since schools exist for the welfare of the people and are dependent upon them for financial and moral support, it is essential that the public be kept informed of the aims, the needs, and the existing conditions in the schools. This constant need for interpreting educational values to the public is vitally important, since schools can be improved and developed only to the extent to which the general public understands educational goals and objectives.(8)<sup>1</sup>

One of the most important objectives of education should be the promotion of better personal and family life. Home economists see the need for better-fed, better-clothed, better-housed families, for better-tended children, and for happier and more satisfying relationships among family members than exist in a large proportion of the homes in this country today. To accomplish this objective they believe that everyone should have an opportunity to study home and family life-problems. They believe that boys and girls in secondary schools, young men and women in colleges, men and women in adult classes, out of school youth, and children below the secondary level should all have this opportunity.

"Education for personal and family life may or may not be carried on under the label of home economics. In elementary schools such instruction will probably be given most effectively by the classroom teacher, provided she, herself, has had the necessary preparation. It must be obvious that there is no set body of subject matter which may be labeled as home economics, segregated from other fields of knowledge, and set up to be taught. Home economics may be thought of as a body of instructional materials and experiences, any part of which may be utilized in attaining increased satisfaction from personal, family and group living. Some attain it by improving health habits; some by learning how to choose attractive clothing and to keep it in good repair so they will feel at ease with their fellows and be able to obtain consideration when they apply for jobs; some by learning how to have a house where there can be certain measures of comfort, and privacy as well as shelter from the elements; some by discovering how to have leisure time to enjoy contacts with friends."(2)

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<sup>1</sup>  
Note: All numbers in parenthesis refer to the bibliography at the end of each chapter.



"The objectives for personal and family-life education will be as varied as the needs of the groups taught. The objectives at each maturity level will differ from the objectives at every other level; the objectives in urban communities will differ from those in rural communities; the objectives for one group of high school students will differ from those of another group, depending upon the economic level and future plans of the students, upon whether it is their first course in homemaking, upon whether the students are girls or boys or a mixed group, and upon whether certain aspects of the home and family-life education are treated adequately in classes in biology, physical education, or social science."(2)

When imagination, enthusiasm, and ability are combined with training in the knowledge and use of sound classroom techniques, then teaching becomes a form of educational guidance by which pupils attain not only knowledge and skills but wholesome personality development as well.(3)

From the findings present in Chapter IV of this study it was seen that many of the girls had problems which might benefit from a guidance program. What are the guidance problems of the homemaking teacher in connection with the program? These problems are both general and specific.

General Problems of the Homemaking Teacher. Among the general problems of the homemaking teacher in connection with the organization of this handbook and the functioning of a guidance program are: (1) Organization; (2) Testing and record keeping; (3) Counseling; (4) The follow-up; and (5) Evaluation and revision. A consideration of each follows.

Organization. By organization is meant the machinery of guidance. What provision has been made by the school administration and faculty staff for the provision and conduct of a guidance program?

The homemaking teacher should cooperate with the administration and faculty colleagues in the preparation and the functioning of the guidance program. She cannot expect to propose and conduct the program alone. Guidance is a cooperative project. If no guidance program exists in her school it is her duty tactfully and wisely to suggest the advantages of the program and to cooperate in the development. According to Jones (8) the following points should be considered;



(1) Good organization requires a satisfactory outlining of relations between principal and staff. (2) Aims, purposes, and objectives of the program should be clearly formulated and studied. (3) There should be sufficient financial provision for the program. (4) The program should be flexible. (5) The homemaking activities should be carefully chosen and prepared. (6) The homemaking teacher should have a part in the selection of guidance activities.

Testing and Record Keeping. One of the most important functions of guidance, as Hamrin and Erickson state, is "to study the individual pupil in order to discover his abilities, interests, and needs, and thereby to help him make an effective adjustment to school life and to give shape to his future plans." (7)

In testing and record keeping these suggestions are of use, and the homemaking teacher should see that they are, where possible, provided and maintained:

1. An adequate record system should be established.
2. An individual guidance record and file should be maintained.
3. A regular physical examination period for the pupils should be established.
4. Observation of pupil should be scientific and accurate.
5. A survey of study habits should be conducted.
6. Autobiographical sketches of pupils should be obtained and kept on file.
7. Case histories and anecdotal records should be kept.
8. The pupils daily schedule should be taken into account.
9. A testing program which follows the latest and most improved methods should be conducted. (7)

Counseling. The entire guidance program is, in a sense, synonymous with counseling. Much of the counseling should be done by the homemaking teacher, and by the faculty personnel specifically appointed for the duty of counseling. Many Texas Negro schools, especially those in small cities or rural areas, do not have a guidance director or counselor provided for them in the budget or in the organizational set-up. It may therefore, fall to the duty of the homemaking teacher to discharge the responsibility.



In assuming such responsibilities the homemaking teacher should acquaint herself with the criteria of sound counseling both for the individual and for the group. If other officials are lacking she should especially acquaint herself with the homemaking vocational needs and opportunities. (11)

The homemaking teacher should also, in counseling, aid others entrusted with guidance in such phases as helping the student to plan intelligently, become well-adjusted, make a good beginning, and develop better health, speech, emotional, ethical attitudes and life situations. (7)

Specific Problems of the Homemaking Teacher. The specific guidance problems of the homemaking teacher in a sense include the entire homemaking curriculum, as well as extra-curricular community activities. However, this general provision of problems and duties may be broken down into specific problems and duties. A survey of homemaking courses in the United States reported the following: Cooking, Housewifery, Household Management and Home Nursing, Invalid Care and Feeding, Advanced Cooking and Table Service, Bacteriology, Cafeteria Service, Lunch Cookery, Planning and Furnishing, Millinery, Laundry, Household Accounting, Related Art, Remodeling, Dyeing and Dry Cleaning, Embroidery, Tailoring. (1)

Brown (2) points out that among the guidance problems of the homemaking teacher are the determination of individual differences, the determination of whether the girl has an aptitude for homemaking, and evaluation. Brown also states that specific homemaking guidance problems include helping the girl with personal, educational, and vocational problems. Personal grooming, social engagements, proper nutrition and health habits, "baby-sitting" techniques, college and vocational decisions, occupational success, testing, employment opportunities, and the follow-up of individual students are also listed as part of the homemaking teacher's guidance problems, as are testing cooperation, and group relationships.

Hatcher and Andrews (8) point out that adolescent problems can be solved by parental education, which is increasing. Parents must be taught how to release control over their children, how to increase self-reliance, self-confidence, and self-direction, and to increase responsibilities. There are a number of specific homemaking guidance problems which include activities where the Texas homemaking teacher can turn directional works of some of the great agencies for the assistance. Problems which require guidance, especially in



connection with the girls investigated in this study, are rural sanitation and electrification, labor saving devices, work simplification, improving and landscaping the rural home, and food preservation. Also, included are new food clothing, nutritional consciousness, gardens and orchards, clothing, family relations, health, recreation, home markets, and club work, such as the 4-H Club, NHA, NFA, and Women's Home Demonstration Clubs.

A solution of these specific and general problems of guidance confronts the homemaking teacher with a continual challenge. If she works conscientiously toward their solution, the girls under her direction will benefit from her guidance.

Formulation of a Sound Philosophy. The homemaking teacher should formulate a sound philosophy which would be the ideas and opinions which she has about the problems of life. How a person thinks about things depends very largely on his personality and environment. Knowledge of self integrated with knowledge of the world leads to a philosophy of life.(8) The philosophy of the school should be the consideration of each child as an individual with different capacities and abilities which are to be developed to the fullest possible extent.

It is the opinion of Germane and Germane(6) that a young person does not have a philosophy of life or a sense of values to help him weigh the probable future effects of his imagined or apparent physical shortcomings. He needs to see these imagined or real physical handicaps in their true perspective. He needs help in choosing a vocation and recreations in which his physical handicaps will be minimized. The homemaking teacher, with a formulated sound philosophy may be able to render such help. (See Bibliography).

#### Aims of the Guidance Program:

1. To have the individual understand his intellectual social, moral and economic relationships.
2. To have the pupil understand the relationships between education and work, and to utilize to the best advantage the opportunities of the school.
3. To assist the student in gaining the knowledge of occupations and occupational relationships.
4. To help the pupil to realize the relationship between worthy character and success in life and to strive to develop those character qualities essential to all phases of endeavor.



5. To have the pupil consider his own possibilities in the light of successful vocational and educational adjustment.
6. To assist boys and girls to select such curricular and extra-curricular offering as will adequately develop their social, physical, mental, and educational potentialities to the end that each boy and girl will be able to direct himself into the field of work or advance study in which he will be able to render the greatest service and in which he will find the maximum of happiness. (5)

#### Purposes of the Guidance Program:

1. To help students improve their personal qualities to the extent that they are friendly, courteous, cooperative, and trustworthy.
2. To aid students in selecting suitable vocations and in determining their own capacities and limitations for those vocations.
3. To develop in students effective expressional ability through voluntary participation in discussion groups or forums.
4. To aid teachers in understanding and helping the students.

#### Objectives of the Guidance Program.

1. To help the student see the importance of a strong, healthy body.
2. To discuss with the student his outstanding traits of personality and his personal problems.
3. To assist the student to form the right habits of work and conduct and to help him develop high ideals of behavior and living.
4. To expose each student as effectively as possible to the educational and vocational opportunities of the school and to help him make the best adjustment to these opportunities.
5. To provide opportunities, curricular and extracurricular, by means of which the student may discover and develop interest which will provide enjoyment and recreation, thus making life more worthwhile to him.

The objectives, aims and purposes may be formulated by the homemaking teacher to meet the guidance needs of the pupils of the school.



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## CHAPTER II

## STANDARDS AND CRITERIA

In every school the materials and activities must be varied in accordance with local conditions. The homemaking teacher may find it advisable to devise an informal score sheet using these and other criteria as basic factors:

1. Do the curricular materials provide activities and guidance for all pupils, at all educational levels, and in all situations?
2. Have the materials grown out of careful study of the needs, interests, abilities and opportunities of the individual members of the group?
3. Are the group activities flexible enough to be adapted to varying teachers, pupils, and situations?
4. Do these group activities provide for the continued development of the pupils?
5. Do individual teachers have sufficient freedom and sufficient incentive for individual effort?
6. Do the group activities deal with problems which are significant to pupils?
7. Do these materials provide for constructive social participation?
8. Do the group materials and activities provide for and encourage a program of individual counseling? Do the group materials and program of the individual counseling mutually enrich each other?
9. Do these materials provide for discussions which result in action? Are there logical activities which grew out of these group meetings?
10. Do these group materials encourage the growth of the homemaking teacher? Will teachers grow through the discussion? (4)



The Student. The process of studying the student is called diagnosis. It may be seen that some student's poor grades are symptoms of something out of gear right now, and just be studied in an effort to get them working nearer to capacity. The homemaking teacher should concern herself with students who seem to be up to capacity, with an eye to the prevention of problems which may arise in the near future. Before the homemaking teacher can isolate one student's problem or combination of problems, there is one preliminary step to be taken in guidance--that of collecting and recording of information which may be obtained from certain well defined sources.(3)

#### Facilities:

1. An adequate record system
2. An individual guidance record
3. A physical examination
4. Observation
5. A survey of study habits
6. Autobiographical sketches
7. Anecdotal records
8. A record of a pupil's daily schedule
9. A testing program

The value of adequate records in counseling and advising with students is of vital importance. An individual guidance record may be kept in the form of a booklet. This booklet is started by the student and by the homemaking teacher at entrance and it is continued throughout the secondary school life. An Individual Guidance Record has been prepared by H. D. Richardson, Director of Research, Highland Park and Lake Forest, Illinois.

Every student upon entering a new school should have a thorough physical examination under the direction of a competent physician. Observation is one of the finest ways of learning about students and is within the ability of all teachers. Hamrin and Erickson (4) give suggestions which will help in making observations. In an attempt to discover the needs in pupils, a check list may be used, or several instruments have been devised, as that by Gilbert Wrenn,(8) and the writer of this study. (See Appendix D).

The writing of an autobiographical sketch is frequently a fine exercise in mental hygiene. It enables the student to look at himself in a more objective fashion than he might otherwise do.

The information which the homemaking teacher should know about the students is as follows:



1. General academic ability. The fact that one test may be an incorrect measure of ability, it is well to check the academic ability again to make sure, even if it is necessary to use more than one test.

2. Past achievement. It is important for the homemaking teacher, in studying the students as individuals to know what their past grades are, because these past grades are good clues to future grades.

3. Aptitudes and disabilities. When daily routines do not call forth all one's natural bents, the homemaking teacher must be alert to spot these potentialities and bring them into use.

4. Interest. If one's vocational choices, as expressions of interest, are impractical or impossible, one may lead unhappy and frustrated lives. Whatever his interests, the homemaker teacher should know about them in her study of the student.

5. Personality adjustments. In studying the students the homemaking teacher must take into account their range of personality and personal adjustments. Are they socially surefooted? Are they always unpopular or are they sought out by their fellows? Must they always have their own way? Observation may be of use in this situation.

6. Physical well-being. The homemaking teacher should be alert to spot the health conditions and see their relation to the classroom and extra-curricular behavior of the student.

7. Family background. Part of the job of education is strengthen the good influences in the student's environment. Since family background is a general influence operating on the child for a greater number of hours per day than the school influence, the homemaking teacher cannot escape the necessity of learning something about the home background, and no study is complete unless it is taken into account.

8. The world of work. The seven types of information previously discussed deals with the student's life and characteristics, but the homemaking teacher cannot be of greatest service to the student without knowing about the jobs he can hope for and the labor market in which he must sell his services as a young adult. The materials from one of several occupational information services may give answers to some of these questions. Individual pupil adjustment and development should be the outcome of any educational program. Therefore a record-keeping system must operate. (3)



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5. Menefee, L. A. and Chambers, M. M. American Youth: An Annotated Bibliography. American Council on Education, 744 Jackson Place, Washington, D. C., 1938, 492 pp. Price: \$3.00. Valuable for systematic study of youth.
6. Monroe, W. S. (Editor) The Encyclopedia of Educational Research. The Macmillan Company, New York, 1941, 1,344 pp. Price: \$10.00. Invaluable but expensive reference work, covering all fields and problems of education.
7. Spaulding, F. T., High School and Life; The Regents, McGraw-Hill Book Company, New York, 1939, 377 pp. Price: \$3.00. What experts say about education. On the evidence of student preparation for life, adequacy of the school's knowledge of the student, adequacy of educational and vocational guidance. Required reading for administrators and school boards.
8. Wrenn, Gilbert, Study Habits Inventory, California, Stanford University Press, 1934.



## PART TWO

### ORGANIZATION OF THE GUIDANCE PROGRAM

According to Jones (5) guidance cannot be separated from the general life of the school. It is a part of every school activity; some form of guidance is the duty and responsibility of every teacher in the system. The problem of organization is one of coordinating the guidance activities of the school in such a way (1) that all the forces of the school shall be brought to bear in a unified and consistent way upon the problems of each child; (2) that definite, primary responsibility for parts of guidance shall be placed upon certain individuals and certain agencies; (3) that the work shall be so divided that each person shall know what his particular duties and responsibilities are--the things for which he is primarily responsible, the ways in which he merely contributes to the work of others, and the areas that require cooperative effort on the part of all; and (4) that the individual pupil shall have unified assistance, so that he may not be confused by a multiplicity of counselors. In guidance, the functions, duties, and responsibilities of any part of the school personnel in a particular school depends to a large extent upon the conditions in the school itself, upon the personnel available, the facilities provided, and the attitudes developed among the various parts of the personnel.

Principles of Administrative Organization. The following general principles should be kept in mind in the organization of any guidance program: (5)

1. The guidance service should arise out of the interests, needs, and purposes of the students.
2. The guidance service should be continuous and serve all youth, not merely the maladjusted, in ways that will help to foster their best growth.
3. It should be concerned with the whole individual in his total environment. (See cover page)
4. It should be organized to deal not only with serious problems after they rise, but also with the cause of such problems in order to prevent them from arising or to prepare better for their solution.
5. It should provide for all phases of pupil problems and pupil study.
6. It should provide for specialists, and the services of these specialists should be so organized and administered to the guidance program that they not only contribute in these special fields directly, but also constantly strengthen all other members of the school personnel and help them in their problems.
7. All guidance should be directed toward improved pupil self-knowledge and self-direction.
8. A functional guidance program should be an integral part of the total school program, and be vitally related to



home, community, and other out-of-school experiences of youth.

9. It should enlist the interest and effort of every member of the school staff.

10. It should be as simple as possible.

11. It should provide for leadership and for coordination of all agencies of the school and community for guidance of youth.

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2. Allen, Richard D., Organization and Supervision of Guidance in Public Education, Inor Publishing Company, New York, 1934.
3. Brewer, John M., and Others, Cases in the Administration Of Guidance, pp. 178-258., McGraw-Hill Book Co., Inc., New York, 1929. Gives practical suggestions on beginning a guidance program, on the duties and responsibilities of different parts of the guidance personnel.
4. Dunsmoor, Clarence C., and Leonard M. Miller, Guidance Methods for Teachers, International Textbook Company, Scranton, Pa., 1942.

Gives practical suggestions on beginning a guidance program, on the general organization and for the homeroom, Chapter 5 deals with rural schools.

5. Jones, Arthur J., Principles of Guidance, McGraw-Hill Book Company, Inc., New York, 1945, p. 465.

Chapter 25 deals with the organization of the guidance program.



6. McKown, Harry C. Home Room Guidance,  
McGraw-Hill Book Company, Inc., New York, 1934.

The most helpful part of this book is the great wealth of suggestions for home-room programs gathered from a wide variety of schools.

7. Strang, Ruth and Latham Hatcher, Child Development and Guidance in Rural Schools,  
Harper and Brothers, New York, 1943.

This book is full of suggestions for teachers in rural areas.



## CHAPTER IV

## TESTS AND TESTING

Statistical methods can be valuable summarizing or "shorthand" devices. A knowledge of statistics is essential if the high-school counselor and guidance worker are to interpret test results correctly.

Guideposts in Buying Tests: (1)

Statistical Analysis\_\_

1. Present day needs for statistical training.
  - a. Understanding professional literature
  - b. The testing movement requires the use of statistics.
  - c. Individual differences require a quantitative terminology.
  - d. Needed to report the results of surveys.
  - e. Needed in research work.
2. Frequency Distribution. Data are classified or rearranged in a systematic way in order to show their significance.
3. Measures of central tendency. The measure of central tendency is a single measure which represents all the scores made by the group, and as such gives a concise description of the performance of the group as a whole.
  - a. Arithmetic mean The sum of the separate scores in a series divided by their number. The mean should be used as a measure of tendency when (1) each score should have equal weight; and (2) highest reliability is desired; and (3) product-moment of correlation is to be computed.
  - b. Median the midscore or the midpoint in the series. The median should be used as the measure of central tendency. When extreme measures should not influence the measure of central tendency disproportionately.
  - c. Mode the single measure or score that occurs most often. The mode is used only when quick approximation of concentration is wanted.



4. Measures of Variability\_\_show how the data is scattered.

- a. Range\_\_the interval between the smallest and the largest score. The range is used when (1) data is not adequate to calculate other measures of variability; and (2) knowledge of total spread is all that is needed.
  - b. Quartile Deviation\_\_is one half of the distance between the 25th and 75th percentile in a distribution. The deviation (quartile) is used when (1) quick inspectional measure is sought; (2) there are extreme measures; and (3) degree of concentration about the median is sought.
  - c. Average Deviation\_\_The average deviation of all the separate measures in a series taken from the arithmetic mean. The average deviation is used when (1) measure having highest reliability is not desired; (2) it is desired to weigh all deviations according to their size; and (3) extreme deviations should not influence the measure unduly.
  - d. Standard Deviation or Sigma\_\_is the square root of the means of the squared deviations taken from arithmetical mean of the distribution. The standard deviation is used when (1) the measure of highest reliability is desired; (2) measure of reliability are to be computed; and (3) extreme measures should have a proportionally greater influence.
5. Normal Curve\_\_The bell shaped curve is used as the basis for statistical manipulation of data.

- a. Skewness.\_\_Measure of the extent that frequency distribution departs from the normal probability curve.

6. Combining test scores:

- a. Scores expressed in sigma units (T-scores)
- b. Scores expressed in percentile
- c. Scores converted equivalent rank.(4)



7. Reliability and sampling
8. Correlation
9. Regression Equations
10. Norms standard patterns for a group or an individual.
  - a. Age norms The achievement of subjects in a given school grade on a given test
  - b. Percentiles Norms The achievement has been transmitted in to corresponding percentiles.
11. Various Quotients A quotient is a ration between two measures and indicates variability from normal.
12. Validity and Reliability
  - a. Validity The extent to which a measuring device measures what it is supposed to measure.
  - b. Reliability The accuracy with which a measuring device measures.
  - c. Question: Can a test be valid without being reliable?

## KINDS OF TESTS

### Types of Tests

1. Intelligence Tests
  - a. Individual tests
    - (1) revisions of the Binet
      - (a) Stanford revisions
    - (2) partial departures from Binet
    - (3) complete departures from Binet
  - b. Group tests
  - c. Special Talent Tests
    - (1) Seashore measures of Musical Talent
    - (2) Interval Discriminator Test
    - (3) Memory Test (Music)
    - (4) McAdory Art Test
    - (5) Stanford Scientific Aptitude Test
2. Personality Tests
3. Interests Tests
4. Attitude Tests
5. Projective Tests
6. Achievement Tests
  - a. Measure of Language
  - b. Measurement of Arithmetic
  - c. Physical Science
  - d. Business Achievement



### PART III. Informal Written Tests (nonstandardized)

#### A. Traditional (essay)

##### 1. Types

- |                                       |             |
|---------------------------------------|-------------|
| a. What, who, when, which, and where. |             |
| b. List                               | g. Outline  |
| c. Describe                           | h. Contrast |
| d. Compare                            | i. explain  |
| e. Discuss                            | j. Develop  |
| f. Summarize                          | K. Evaluate |

##### 2. Disadvantages

- a. May be used to evaluate at the level of interpretation, application, and evaluate rather than just measuring information.

#### B. Informal Objective Tests (nonstandardized)

##### 1. Types

- a. Recall (simple recall, and completion)
- b. Recognition (true-false, multiple choice, matching)

##### 2. Disadvantages

- a. Usually measures information only
- b. Cost of duplicating
- c. Influence on study habits

##### 3. Advantages

- a. High validity and reliability
- b. Ease in scoring

#### C. Four Stages in Test Construction

##### 1. Planning the Test

- a. Provision should be made for evaluating all the outcomes of instruction
- b. The test should reflect the approximate proportion of emphasis in the course
- c. Consider the conditions under which it is to be given

##### 2. Preparing the Test

- a. Preliminary draft prepared as early as possible
- b. The test should include more than one type of item
- c. The content of the test should range from easy to difficult
- d. Include more items in the preliminary draft than will be used in the final test
- e. Critical revision of the test after a lapse of time
- f. All items of the same type grouped together
- g. Convenient place for pupils to record
- h. Directions should be clear, complete and concise

##### 3. Trying out Test



- a. Precautions should be taken to have normal conditions under which to get test given
  - b. Time allowances should be generous
  - c. Scoring procedures should be as simple as possible
  - d. A scoring key should be prepared
4. Evaluating the Test
- a. Difficulty of the test is a rough measure of its validity. Majority of the individuals should get half of the items correct
  - b. Check the validity of the individual items for ability discriminate
  - c. Have the students criticized by students
  - d. If possible check the results of test against an outside criterion
  - e. It may be advisable to obtain the reliability of the test

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4. Ross, C. C., Measurement In Today's Schools, Prentice-Hall, Inc., New York, 1947, pp. 454-455. Price \$3.50. Another statistical reference, useful for elementary and secondary school teachers.
5. Smith, G. M., A Simplified Guide to Statistics, Farrar and Rinehart Company, New York, 1938, 70. pp. Price 50 cents. An inexpensive and straightforward discussion of the basic statistical procedures needed in understanding tests and working out educational experiments. Contains exercises for practice as an aid to learning.



## SOURCES OF TESTS FOR DIFFERENT PURPOSES

### Ability Tests\_\_\_Publishers:

The American Council on Education, 774 Jackson Place, Washington, D. C. distributed by Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois.

Cost: \$0.07 per test, including test booklet and answer sheet. Additional answer sheets 2¢ each. Manual, scoring keys and norms, 25¢.

### The Ohio State University Psychological Test\_\_\_Form 21:

Publisher: Science Research Associates, 228 S. Wabash, Ave. Chicago 4, Illinois. Cost: 25¢ per test, including test booklet and answer sheet. Additional answer sheets, 5¢ each. Both hand-scoring and machine-scoring answer sheets are available. Specimen set, including manual and norms 25¢.

### The Otis Self-Administering Tests of Mental Ability

Publishers: World Book Company, Yonkers-on-Hudson, New York. Cost: 90¢ per package of 25 tests, including manual scoring key and norms; specimen set, 25 cents. Four alternate forms of each test are available.

### Pressey Senior Classification Tests

Publisher: Public School Publishing Company, Bloomington, Illinois. Cost: \$1.25 per 100 copies, including direction sheets; or 1¢ per copy for smaller quantities. Sample set 10¢ alternate form Pressey Senior Verifying Test, Available at same price.

### Iowa Every-Pupil Tests of Basic Skills

Publisher: Bureau of Educational Research and Service, Extension Division, Univ. of Iowa, Iowa City, Iowa., Cost: Any one test, 25 for \$1.25; complete battery, 25 for \$4.00; Specimen set, 25 cents, Manual of Interpretation, 30 cents, Manual of Norms, 15¢.



## Stanford Achievement Test

The Psychological Corporation, 522 Fifth Avenue  
New York City. Cost: \$2. for 25; specimen set,  
40¢ each.

## The Adjustment Inventory

Publisher: Stanford University Press, Stanford Univ.  
California. Cost: \$1.75 per 25; \$1.75 per 100 machine  
scorable answer sheets, 15 cents per specimen set.

1. Bureau of Educational Research Press and Service, Extension Division, State University of Iowa, Iowa City, Ohio
2. Cooperative Test Service, 15 Amsterdam Avenue  
New York City
3. Psychological Corporation, 522 Fifth Avenue, New York City
4. Science Research Associates, 228 South Wabash Avenue  
Chicago 4, Illinois
5. Stanford University Press, Stanford University, Calif.
6. C. A. Gregory Company, 345 Calhoun Street  
Cincinnati, Ohio.

(Write the above marketing agencies for their tests  
Catalogs, and ask to be put on their mailing list)

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Harper and Brothers, New York, 1937. 390 pp. Price:  
\$3.00. Good theoretical discussion of measurement  
problems. Appendix contains many test descriptions.  
Not easy to read because of technical nature of content,  
but a necessary reference after study of statistics  
and principles of measurements.
2. Darley, J. G., Clinical Aspects and Interpretation  
Of the Strong Vocational Interest Blank. Psychological  
Corporation, 522 Fifth Avenue, New York, 1941.  
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for interest test interpretation. Illustrations of case  
histories relating interest scores to other measures a  
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3. Fryer, Douglas. The Measurement of Interest. 1931. 488 pp. Price: \$4.50. A critical review of the significant research in interest measurement to the date of publication. Excellent source book and summary volume.
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5. Jarvie, L. L. and Ellingson, Mark. A Handbook on the Anecdotal Behavior Journal. University of Chicago, Press, 1940. 71 pp. Price \$1.25. A careful description of anecdotal records in a post-high school program. Can easily be adopted for high school use.



## CHAPTER V

## RECORD KEEPING

The simplest record-keeping system begins with a blank manila folder with a tab for the student's name. While many elaborate printed forms have been developed for cumulative records, they are not necessary and not always practical. A short mimeograph form on the Socioeconomic Background will be the first to go into this blank folder. Such a form can be filled out by all entering students at the time of registration for counseling help. (See Appendix, Exhibit E). The students' class schedules will probably go into the folder next. If new students are tested in a group, the test results or test booklets are the next things to go in the folder. As students are called in, or come in for counseling, they may also be tested and the test filed, and if testing is done in the smaller groups of homemaking or guidance classes, the booklets will be filed in the same way. If selected tests are used a test profile sheet may be drawn up, in a mimeograph sheet. As term grades begin to accumulate, copies may be put in each student's folder. Forms for recording grades are usually already set up; if possible, carbon copies should be made for filing in the folder.

To provide anecdotal records, pads of 5½" by 8½" mimeograph paper can be prepared with blanks for the following items: student's name; name of interviewer, or counselor; date of observation or interview; subjects discussed with student or behavior observed; and comments or summary. The homemaking teacher should make these pads available to all members of the school staff who may come in contact with students. The staff members should be instructed in the use of the forms. Whenever a sheet is filled out for any student, it can be left in the school office for filing in that student's folder at the end of the day.(2)

Lefever, Turrell and Weit,el(4) state that the amount of space and the amount of test data must be determined largely in the light of the need for testing in a sound guidance program. First, the intelligence test which is really a measure of academic or scholastic aptitude, reveals one's fitness to do ordinary school work.

Second, a measure of personality, about which one needs only to be reminded that in the world of work personality trait data constitute a powerful tool in the hands of the guidance worker.



Third, an inventory of a student's interests is suggested even though they are subject to change with increasing maturity; interest inventory data should be obtained and carefully recorded.

Fourth, if time and money permitted, it would be an excellent plan to test many aptitudes. Art majors should be examined for artistic aptitude, music majors should be tested for musical aptitude, clerks for clerical aptitudes, and so on. Tests of this kind are of two general types: pencil-and-paper, and performance.

It is impossible to present an adequate sampling of the forms, records, autobiographical techniques, tests inventories, interviews instruments, and other types of tools. Many thousands of these instruments have been developed, and may be purchased at little cost from such publishing companies as will be found in the bibliography.

The Appendix contains such forms as Pupil's Background Record, Pupil Cumulative Record, Elementary and High School; Complete student Accounting Record; Achievement and Progress Records, of which the homemaking teacher may purchase similar forms along with others to use in the guidance program.

Locating and Recording Student's Problems. It has been assumed by Hamrin and Erickson(3) that:

"one of the most important functions of guidance is to study the individual pupil in order to discover his abilities, interests, and needs and thereby to help him make an effective adjustment to school life and to give shape to his future plans."

Among various means of value to the homemaking teacher in learning about her pupils, the following are suggested: (1) Interviews, personal and counseling; (2) Observations; (3) School assemblies; (4) School publications; (5) Case studies; (6) Adequate record system; (7) Physical examination; (8) Survey of habits; (9) Testing program.

In a study made by two trained counselors in the General College at the University of Minnesota, it was found that vocational problems occur most frequently. Educational problems showed the second highest rate. Social or personal adjustment problems were third in order of occurrence. Financial problems came next; family adjustment difficulties were fifth, and health problems were the least frequent. Some of the specific problems within each of the six problem types are as follows:



With vocational problems highest several types are as follows: (2)

1. Discrepancy between the student's ambition and his abilities.
2. Inadequate information about job opportunities.
3. Complete indecision which may grow out of several possible choices.

Specific Educational Problems are as follows:

1. A discrepancy between educational ambitions and abilities.
2. Under-achievers represent an educational problem that seem to occur about twice frequently as number three.
3. Over-achievers.
4. Lack of educational motivation.
5. Deficient study skills.
6. Inefficiency in basic skills such as reading, arithmetic and spelling is also found as an educational problem.

Among the social or personal adjustment problems a proportion of students suffer from:

1. A feeling of inferiority
2. Lack of skill necessary to give good social adjustment.
3. Certain personality traits which tend to antagonize.
4. Students' need of skilled psychiatric treatment which counselors cannot provide.

The financial problems may be larger in one community than in another: (1) too much outside work to achieve up to capacity, (2) restriction because of financial resources and others.

Among family difficulties, (1) conflicts over vocational and educational plans, (2) girls are somewhat dependent on the family, (3) conflicts with siblings sometimes personality clashes caused by differences in age and habits of living.



In health one specific problem is that of education limitation imposed by physical handicaps of a permanent or temporary nature.

Directions for carrying out plans for interviews, observations, school publications and assemblies, and many other ways of locating and recording students' problems are in the bibliography.

The follow-up. The homemaking teacher should not feel that the pupil is beyond her notice or even her responsibility when the pupil graduates from, or leaves the school. Part of the guidance duty, as Brewer (1) suggests, is the follow-up. The school should, if possible, see what has happened to the student after she has left the school. The follow-up is beneficial not only in improved public relations between school and alumnus, but also in finding the strengths and weaknesses of the school in order that the strengths may be emphasized and the weaknesses remedied or eliminated. Particularly is this important in the field of homemaking where both the employer and employee will appreciate the interest evidenced by the follow-up.

Evaluation. The guidance program should receive continual evaluation and revision to meet the changing need of the changing times. The homemaking teacher should be encouraged to obtain and analyze evidence of the value of her work. Such evaluations may be made through comparison with other programs; analysis of the behavior of students, and data of the students. After the necessary facts are at hand, and have been analyzed and interpreted, it is the duty of the teacher together with the principal and faculty members to see that evaluation and necessary revision are made.

A complete form for follow-up is that of the Muncie Youth Study, pages 323-329, of Hamrin and Erickson, (3).



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7. Williamson, E. G. How To Counsel Students. McGraw Hill Book Company, New York, 1937, 313 pp. Price: \$2.50. This book is interesting as a general introduction to clinical procedures in student personnel work.

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## CHAPTER VI

## ACQUAINTANCE WITH COMMUNITY NEEDS

Hatcher and Andrews (7) state that modern educational trends stress the importance of a cooperative relationship between the school and community. Schools and teachers are using community resources as never before, and communities are utilizing school facilities in many new and unexpected ways. It is vitally necessary, therefore, for every homemaking teacher to know her community so that she may affiliate its interests and needs with those of the pupils, thus creating a realization that school living and community living are after all synonymous. The first step in studying the locality is to make a community exploration and to ascertain the lay of the land. Some community aspects that should be noted are: Type of community; commercial facilities; recreational facilities; health facilities, and religious facilities.

Information about the physical set-up of a community can be supplemented by data from questionnaires, check list of home activities, personal records, home visits, and friendly chats with community leaders, trades people, and others who are active in organizations.

Darley (5) gives the case history of a community, and community participation; also how to encourage the participation of young people in solving their own problems.

Hamrin and Erickson (6) list the things which parents expect of the teacher, what teachers expect of the parents and of what they should expect of the community. Also a very good example of a community situation and descriptions of homes of high income level, medium income level and low income level have been given in Chapter XI by Hatcher and Andrews. (7)

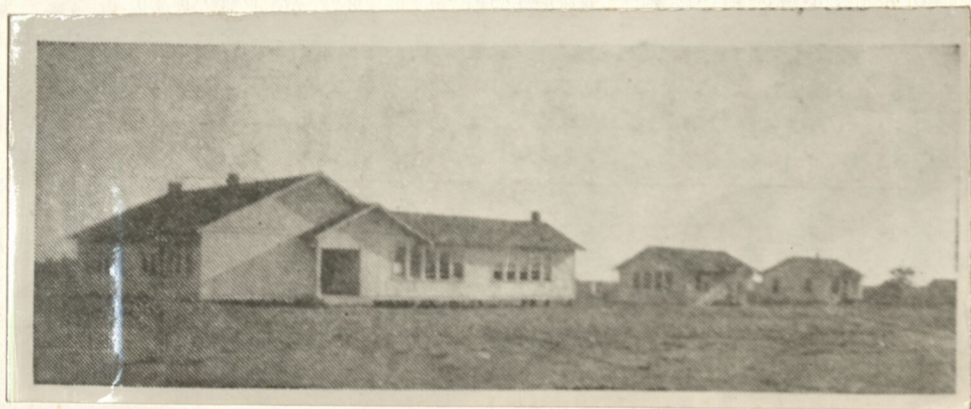


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EXHIBIT B



SCHOOL SITE

EXHIBIT C



BOOKER T. WASHINGTON PARK



PRAIRIE VIEW A & M COLLEGE  
PRAIRIE VIEW, TEXAS  
JUNE 1951

EXHIBIT D

A. B. Cotton, Investigator

Mrs. E. M. Galloway, Adviser

ANALYSIS CHECK LIST FOR GUIDANCE NEEDS

DIRECTION: Answer all questions and check the correct responses to make questions or statements true.

NAME \_\_\_\_\_ Date \_\_\_\_\_

I. 1 Elementary School attended \_\_\_\_\_ City \_\_\_\_\_ AGE \_\_\_\_\_  
Rural \_\_\_\_\_ Town \_\_\_\_\_

2. Subjects liked most in Elem. School: \_\_\_\_\_

3. Subjects failed or conditioned: \_\_\_\_\_

4. Reasons for failure or condition: \_\_\_\_\_

(Check): \_\_\_\_\_ No help \_\_\_\_\_ Not interested \_\_\_\_\_ Fear of failure  
\_\_\_\_\_ Dislike for teacher \_\_\_\_\_ Poor study conditions  
\_\_\_\_\_ Too much work \_\_\_\_\_ Dislike subject

II. Extra-Curricular Activities:

5. Interest outside of classes: \_\_\_\_\_

(Check): \_\_\_\_\_ cooking \_\_\_\_\_ sewing \_\_\_\_\_ playing  
\_\_\_\_\_ drawing \_\_\_\_\_ clubs \_\_\_\_\_ hobbies  
\_\_\_\_\_ dramatics \_\_\_\_\_ others \_\_\_\_\_

6. Are you a member of the school or community organization? \_\_\_\_\_

7. Are you an officer of the organization? \_\_\_\_\_ yes \_\_\_\_\_ no.

8. Skill in handicraft? \_\_\_\_\_ yes \_\_\_\_\_ not

9. Elementary school sports engaged in? \_\_\_\_\_

10. Do you play a musical instrument? \_\_\_\_\_ yes \_\_\_\_\_ no

11. Other games or active sports: \_\_\_\_\_

12. Speaking contest \_\_\_\_\_ yes \_\_\_\_\_ no

13. Prizes of honors won: \_\_\_\_\_ yes \_\_\_\_\_ no

III. Opportunities for Self Improvement:

14. Name books read during past year \_\_\_\_\_

15. No. books in the home library: \_\_\_\_\_

16. What magazines do you read? \_\_\_\_\_



17. No. of magazines subscribed for in the home: \_\_\_\_\_
18. Extent of travel \_\_\_\_\_ Where did you go? \_\_\_\_\_  
(Check): None \_\_\_ Little \_\_\_
19. How often do you go to the movies? \_\_\_\_\_
20. Has any moving picture ever made you want to do something?  
Yes \_\_\_ No \_\_\_ What, for instance? \_\_\_\_\_
21. What is your favorite radio program? \_\_\_\_\_
22. Do you like many friends? \_\_\_\_\_ yes \_\_\_ no.
23. Are you happiest when you are alone? \_\_\_\_\_ yes \_\_\_ no.

## IV. SCHOOL:

24. What factors influenced you to go to school? \_\_\_\_\_  
\_\_\_\_\_
25. What do you plan to do after graduating from high school?  
\_\_\_\_\_

## V. Family Background:

26. Father living? \_\_\_\_\_ yes \_\_\_ no Mother living? \_\_\_\_\_ yes \_\_\_ no  
Father's occupation \_\_\_\_\_  
Amount of schooling: Grade school \_\_\_\_\_ High School \_\_\_\_\_  
College \_\_\_\_\_ Graduate? \_\_\_\_\_  
Church attended \_\_\_\_\_ Member? \_\_\_\_\_ yes \_\_\_ no.
27. Mother's occupation: \_\_\_\_\_  
Amount of schooling: Grade school \_\_\_\_\_ High school \_\_\_\_\_  
College \_\_\_\_\_ Graduate? \_\_\_\_\_  
Church attended \_\_\_\_\_ Member? \_\_\_\_\_ yes \_\_\_ no.
28. Father's Address \_\_\_\_\_  
Mother's address if not same as father's \_\_\_\_\_  
\_\_\_\_\_



29. No. brothers\_\_\_\_\_ No. sisters\_\_\_\_\_
30. What church do you attend?\_\_\_\_\_ Member?\_\_\_\_\_
31. Do you attend Sunday School?\_\_\_\_\_ yes no\_\_\_\_\_
32. No. brothers and sisters graduated from elem. school\_\_\_\_\_
- High School\_\_\_\_\_ College\_\_\_\_\_
33. Do parents own home?\_\_\_\_\_ Kind of heat used \_\_\_\_\_
- Electricity?\_\_\_\_\_ Telephone?\_\_\_\_\_ Bathroom?\_\_\_\_\_
- Radio?\_\_\_\_\_ Piano\_\_\_\_\_ Automobile?\_\_\_\_\_ No. rooms\_\_\_\_\_

## VI. HEALTH:

34. Ailments which you have had\_\_\_\_\_
35. Have you had any prolonged illness?\_\_\_\_\_
- What was the nature of your illness?\_\_\_\_\_
36. Have you ever been injured?\_\_\_\_\_ How?\_\_\_\_\_
- XX What part of your body?\_\_\_\_\_
37. Do you wear glasses?\_\_\_\_\_ yes no\_\_\_\_\_
38. Do you have any physical defects which may be remedied?\_\_\_\_\_
- Name of defect:\_\_\_\_\_
39. Health problem in which you desire aid:\_\_\_\_\_
- XX. Sight\_\_\_\_\_ Hearing\_\_\_\_\_ speech\_\_\_\_\_ deformity\_\_\_\_\_
- Oversize\_\_\_\_\_ Malnutrition\_\_\_\_\_ Undersize\_\_\_\_\_
40. Others:\_\_\_\_\_

Remarks:



EXHIBIT E

PUPIL BACKGROUND STUDY

1. Name \_\_\_\_\_ Age \_\_\_\_\_ Date of birth \_\_\_\_\_
2. Grade \_\_\_\_\_ Address \_\_\_\_\_
3. Father's Name \_\_\_\_\_ Address \_\_\_\_\_
4. Father's occupation: \_\_\_\_\_
5. Mother's name \_\_\_\_\_ Address \_\_\_\_\_  
Mother's occupation: \_\_\_\_\_
6. No. of brothers \_\_\_\_\_ Ages: \_\_\_\_\_
7. How many rooms to the home? \_\_\_\_\_
8. No. sisters \_\_\_\_\_ Ages \_\_\_\_\_
9. Have children separate rooms? \_\_\_\_\_
10. Do boys and girls have separate rooms? \_\_\_\_\_
11. Modern conveniences: a radio? \_\_\_\_\_ a piano? \_\_\_\_\_ a telephone? \_\_\_\_\_
12. An automobile? \_\_\_\_\_ Bathing facilities \_\_\_\_\_ lighting \_\_\_\_\_
13. Marked talents or accomplishments of members of the family or relatives \_\_\_\_\_
14. Attitude of family toward school and attendance of school \_\_\_\_\_
15. Cultural and educational resources of the home: Good books \_\_\_\_\_  
Magazines \_\_\_\_\_ Newspapers \_\_\_\_\_ other musical instruments \_\_\_\_\_
- (Check)
16. Are you a member of a club? \_\_\_\_\_ Name of club \_\_\_\_\_
17. Do you attend Sunday School regularly? \_\_\_\_\_ name of church  
you attend \_\_\_\_\_



# EXHIBIT F THE JOB SCENE

# Changes

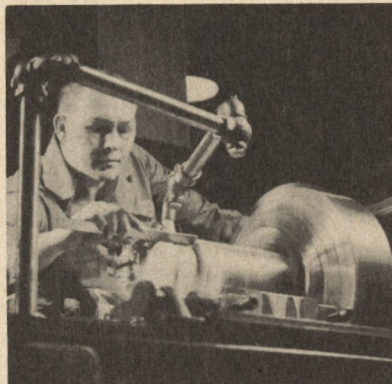


**AGRICULTURE**

1870 53.5%

1920 27.6%

1940 18.8%



**MANUFACTURING**

21.9%

32.9%

30.0%



**SERVICE\***

24.6%

39.4%

51.2%

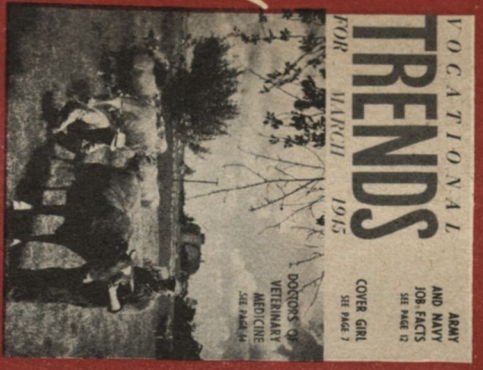
\*Trade, Transportation, Personal Service, etc.

## ARE YOU USING YESTERDAY'S JOB FACTS TO DESCRIBE TODAY'S OCCUPATIONAL WORLD?

Back in 1870 over half of the nation was engaged in agriculture, and less than a fourth in manufacturing. The remainder, about 24 percent, was working in the service field.

Since then agriculture has declined greatly and manufacturing has expanded. But the greatest increase is found in the service field. Tomorrow will bring further changes. Are you prepared to give students a realistic picture of the job world they will enter? Do you have the materials necessary for an adequate vocational guidance program? KEEP WELL INFORMED ABOUT JOB TRENDS AND GUIDANCE PROCEDURES—USE





A comprehensive 9-point program to help America's educational system do the important guidance job ahead

AS THE PROBLEMS of readjustment from war to peace become greater, guidance in its broader sense—that of helping individuals make their own decisions on vital matters affecting their lives—will gain greater importance in our society. To meet the vocational demands of tomorrow, counselors and teachers require a realistic picture of the job world students will enter. The Occupational Information System gives them this realistic picture and strongly implements their guidance program. The 1945-46 Occupational Information System consists of the following publications and services:

**1 VOCATIONAL TRENDS** A new, more exciting Vocational Trends magazine for student reading. Vocational stories told pictorially . . . suggestions for personal adjustment given in interesting articles. More photos, cartoons, and quizzes. Contains news of interest to young people—on jobs, training opportunities, employment trends. Built around students' major problems.

**2 OCCUPATIONAL BRIEFS OF POSTWAR JOB FIELDS** Each Brief describes a separate job field of major importance, placing emphasis on qualifications and requirements, training, wages, and typical tasks. The Briefs offer counselors and teachers interesting, current material that is based on extensive research. From 4 to 6 Briefs published each month, or a total of 50 for the year.

**3 VOCATIONAL GUIDE** An indispensable index to sources of information about occupations and related topics for librarians, teachers, personnel directors, and counselors. It is the only monthly bibliography exclusively to guidance subjects. Nearly a thousand occupational books, articles, pamphlets, and monographs are listed and described annually, with emphasis on publications which may be obtained inexpensively or free of charge.

**4 GUIDANCE POSTERS** Attractive eye-catching posters for bulletin board, library, or hall, which call attention each month in 1945-46 to the relation of individual school subjects to occupations. Use them to arouse student interest in vocational study. Printed in two colors, size 17" by 22".

**5 GUIDANCE NEWSLETTER** Reports and interprets events in the guidance field. Now expanded to include testing information.

**6 GUIDANCE REPRINTS** Reprints of significant and current professional articles and speeches concerning the administration and development of guidance.

**7 RESEARCH SERVICE** Special reports on unusual occupations and answers to occupational questions on which printed material is not easily available. Provided for System subscribers only, when requested on official stationery.

**8 NEW! AUDIO-VISUAL KIT** As a motivation to the study of occupations, the Kit provides large pictures, well-captioned, that show activities typical of 75 major occupational fields. Reproduced on cardboard, these attractive pictures can be used for exhibits, bulletin boards, friezes, and for individual study. Handbook included listing sources of audio-visual aids and suggestions for the most effective use of such materials in guidance programs.

**9 THE HUNDRED BEST** A list of the year's hundred best free and inexpensive occupational and related nonvocational materials. Useful as a buying list for libraries and clubs and as a standard by which to check annual purchases.

USER'S MANUAL included in the Occupational Information System at no extra cost. Suggests how the System materials can be used in classes and in the library. Also, subscribers may have free use of Counselor Placement Service.

SUBSCRIPTION PLANS TAILORED TO FIT your NEEDS... SEE NEXT PAGE.

THE 100 BEST

See and Suppose, Guidance Manual of the Post War... September 14, 1945

Published by Science Research Associates

AUDIO-VISUAL AIDS IN GUIDANCE

Audio-Visual Kit

VOCATIONAL GUIDE

Science Research Associates

MEETING AMERICA'S PLASTERING REQUIREMENTS

WORKERS

Do your interests & abilities fit you for a career in this field?

Guidance Newsletters

Science Research Associates

Guidance Reprints

Science Research Associates

Research Department Report

Science Research Associates



# 3 SUBSCRIPTION PLANS TAILORED TO FIT *your* NEEDS!

## HERE'S WHAT

*Richard D. Allen*

ASST SUPERINTENDENT, DEPT. OF PUBLIC SCHOOLS  
PROVIDENCE, RHODE ISLAND

### SAYS ABOUT THE OCCUPATIONAL INFORMATION SYSTEM:

"...materials furnished by the Science Research Associates are so valuable that I have insisted on each of the junior and senior high schools subscribing to the entire service."

## Plan A

**\$37.95**

Throughout the school year you will receive 420 occupational publications and pamphlets, plus Research Service and an Audio-Visual Kit.

**YOU SAVE \$49.55**  
through a Plan A subscription.

## Plan B

**\$27.95**

Throughout the school year you will receive 262 occupational publications and pamphlets, plus Research Service and an Audio-Visual Kit.

**YOU SAVE \$29.05**  
through a Plan B subscription.

## Plan C

**\$19.95**

Throughout the school year you will receive 131 occupational publications and pamphlets, plus Research Service and an Audio-Visual Kit.

**YOU SAVE \$15.55**  
through a Plan C subscription.

		ANNUAL PRICE						
1	VOCATIONAL TRENDS 9 issues per year	\$3.00	6 copies of each issue	\$18.00	2 copies of each issue	\$6.00	1 copy of each issue	\$3.00
2	OCCUPATIONAL BRIEFS OF POSTWAR JOB FIELDS 50 issues per year	5.00	3 copies of each issue	15.00	2 copies of each issue	10.00	1 copy of each issue	5.00
3	VOCATIONAL GUIDE 9 issues per year	4.00	3 copies of each issue	12.00	2 copies of each issue	8.00	1 copy of each issue	4.00
4	GUIDANCE POSTERS 9 posters per year	1.00	3 copies of each issue	3.00	2 copies of each issue	2.00	1 copy of each issue	1.00
5	GUIDANCE NEWSLETTER 9 issues per year	1.50	12 copies of each issue	18.00	8 copies of each issue	12.00	4 copies of each issue	6.00
6	GUIDANCE REPRINTS 18 issues per year	2.50	3 copies of each issue	7.50	2 copies of each issue	5.00	1 copy of each issue	2.50
7	RESEARCH SERVICE	10.00		10.00		10.00		10.00
8	AUDIO-VISUAL KIT 1 Kit sent during year	4.00	1 Kit	4.00	1 Kit	4.00	1 Kit	4.00
9	THE HUNDRED BEST 1 copy during year; available to System subscribers only	FREE	3 copies	FREE	2 copies	FREE	1 copy	FREE
			TOTAL \$87.50 All this for \$37.95		TOTAL \$57.00 All this for \$27.95		TOTAL \$35.50 All this for \$19.95	

FILL IN AND MAIL  
ENCLOSED CARD TO:

FILL IN AND MAIL  
ENCLOSED CARD TO:

**SCIENCE RESEARCH ASSOCIATES**  
228 SOUTH WABASH AVENUE • CHICAGO 4, ILLINOIS



## Pupil's Report Card — Elementary School

ACHIEVEMENT AND  
PROGRESS RECORD

OF \_\_\_\_\_

FOR THE SCHOOL YEAR OF 19\_\_\_\_\_-19\_\_\_\_\_

GRADE

SCHOOL

TEACHER

PRINCIPAL


*There can be no such thing as one kind of growth at school and an entirely different kind of growth at home. The child's life is continuous, and unless both home and school unite in a close partnership to make his growth continuous, the child is heavily penalized and suffers accordingly.*

ROBERT H. LANE

OUR POLICY: *There is no failing mark in this school.* Pupils are assigned to the grade in which they will be most successful. They are expected to make marks equal to their ability and to make satisfactory progress in citizenship, study habits, effort, and other desirable traits and attitudes. Parents are cordially invited to visit this school and talk over any matter which concerns the welfare of their child.



## SUBJECTS

The marks which appear below indicate the level of the pupil's achievement for this grade. In the long run the chances are:

- One mark out of ten will be high . . . A  
 Two out of ten will be above average B  
 Four marks out of ten will be average C  
 Two out of ten will be below average D  
 One mark out of ten will be low . . . E

If a circle is drawn around a mark, the pupil is not working up to his or her ability.

SUBJECTS	FIRST SEMESTER			SECOND SEMESTER		
	1st	2nd	3rd	1st	2nd	3rd
LANGUAGE						
SPANISH						
LITERATURE						
READING						
SPELLING						
WRITING						
GOVERNMENT						
HISTORY						
GEOGRAPHY						
AGRICULTURE						
HOMEMAKING						
SHOP WORK						
HOME AND VOC. ARTS						
CREATIVE AND REC. ARTS						
PHYSICAL ED.						
HEALTH						
MUSIC						
ART OR DRAWING						
MATH AND SCIENCE						
ARITHMETIC						
GENERAL MATH						
SCIENCE						
OTHER STUDIES						

## ATTITUDES AND HABITS

The progress and behavior ratings which appear below are important to the growth and development of your child.

- a indicates Outstanding—above expectation  
 b indicates Rapid—shows distinct improvement  
 c indicates Usual for age and grade  
 d indicates Slow—shows little improvement  
 e indicates Negative—below expectation

ATTITUDES AND HABITS	FIRST SEMESTER			SECOND SEMESTER		
	1st	2nd	3rd	1st	2nd	3rd
CITIZENSHIP						
1. Is courteous						
2. Respects property and rights of others						
3. Works and plays well with others						
4. Observes school regulations and standards						
5. Takes an active part in groups						
STUDY AND WORK HABITS						
1. Shows initiative						
2. Plans work well						
3. Does careful work						
4. Follows plans and directions						
5. Uses dictionary and other sources						
6. Begins work promptly						
EFFORT						
1. Is industrious						
2. Gives best effort						
3. Is ambitious to improve						
4. Completes assignments						
OTHER ATTITUDES AND HABITS						
1.						
2.						
3.						
4.						

Subjects that are not marked were not studied by the pupil.



### TEACHER'S COMMENTS

DATE \_\_\_\_\_

ATTENDANCE	1st	2nd	3rd	1st	2nd	3rd
DAYS PRESENT						
DAYS ABSENT						
TIMES LATE						

SIGNATURE OF PARENT OR GUARDIAN

Please sign your name in the space provided below and return the card promptly to the school.

FIRST SEMESTER

## SECOND SEMESTER

At the end of the fall semester

School Year of 19-----19-----

is placed in the \_\_\_\_\_ grade.

(SIGNED) \_\_\_\_\_ (POSITION) \_\_\_\_\_

At the end of the spring semester

is placed in the \_\_\_\_\_ grade.

(SIGNED) \_\_\_\_\_ (POSITION) \_\_\_\_\_



HIGH SCHOOL REPORT CARD

Name \_\_\_\_\_ Age \_\_\_\_\_  
Grade or Class \_\_\_\_\_ Home Room \_\_\_\_\_  
Name of Parent \_\_\_\_\_  
Address \_\_\_\_\_ Tel. \_\_\_\_\_  
Name of School \_\_\_\_\_  
Address \_\_\_\_\_  
Superintendent \_\_\_\_\_  
Principal \_\_\_\_\_  
Yr. 19 \_\_\_\_\_ Date Begin \_\_\_\_\_ Mo.'s in Term \_\_\_\_\_  
Classification \_\_\_\_\_  
No. Units Required for Graduation \_\_\_\_\_

Signature of Parent

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

I certify that the above named \_\_\_\_\_  
has earned \_\_\_\_\_ units of credit during this school year.  
Signed \_\_\_\_\_  
Position \_\_\_\_\_

EXHIBIT H

PUPIL			GRADE					
SUBJECTS	1	2	3	SEM.	4	5	6	SEM.
Days Absent								
Times Tardy								
English								
Algebra								
Plane Geometry								
General Science								
Biology								
World History								
American History								
Civics								
Agriculture								
Home Making								



# PUPIL'S GRADE SCHOOL RECORD

Name \_\_\_\_\_

Parent or Guardian \_\_\_\_\_

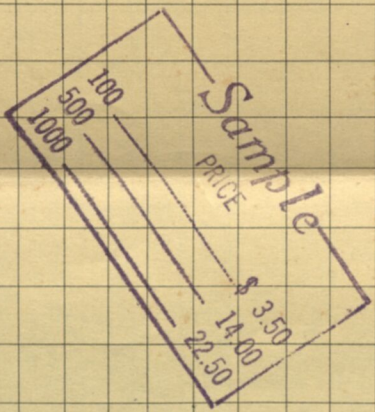
Age at time of entrance \_\_\_\_\_

Occupation of Parent or Guardian \_\_\_\_\_

Address \_\_\_\_\_

Entered from what school \_\_\_\_\_

YEAR or GRADE		SEMESTER	Days Present	Half Days Absent	Times Tardy	Agriculture	Algebra	Arithmetic	Civil Govt.	Composition	Deportment	Drawing	Geography	Grammar	History, Tex.	History, U. S.	Language	Music	Nature Study	Physiology	Reading	Spelling	Writing	ACHIEVEMENT OR DIAGNOSTIC TEST	Class Rank	Avg. Scholarship	REMARKS
1	1	1																									Entitled to Enter
	2	2																									
2		1																									Grade
		2																									
3		1																									Grade
		2																									
4		1																									Grade
		2																									
5		1																									Grade
		2																									
6		1																									Grade
		2																									
7		1																									Grade
		2																									
8		1																									Grade
		2																									



## EXPLANATORY SIGNS

1. A check mark (✓) in the place of a grade signifies that the grade in that subject is passable and satisfactory.
2. A red ink star beside a grade as \*75 or above signifies that the pupil has failed on examination in that subject for that semester.
3. An underscored grade is one not made in this school.

Withdrawn { \_\_\_\_\_

Dropped { \_\_\_\_\_

Cause \_\_\_\_\_

Date \_\_\_\_\_

General Remarks: \_\_\_\_\_



[illegible]

## EXPLANATORY SIGNS

1. A check mark (✓) in the place of a Grade signifies that the grade in that subject is passable and satisfactory.

has failed on examination in that subject for that semester.

REMARKS \_\_\_\_\_

1. A checkmark (✓) in the pla of a grade signifies that the grade in that subject is passable and satisfactory.
2. A red ink star beside a grade as \*75 or above signifies that the pupil has failed on examination in that subject for that semester.
3. An underscored grade is one not made in this school.